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ABSTRACT

The kindergarten program of Tucson, Arizona's Sunnyside Unified School District aims to provide young children with opportunities to develop strong oral language skills, basic problem-solving abilities, fine and gross motor skills, and feelings of confidence and joy as a learner. In its 10 major sections, this color-coded kindergarten curriculum guide provides: (1) articles and research on kindergarten issues; (2) information on the development of kindergarten children; (3) exit outcomes and essential skills delivered to kindergartners; (4) components of and materials related to cognitive, affective, and sensorimotor kindergarten curriculum areas; (5) descriptive materials on the kindergarten learning environment; (6) a discussion of classroom management, specifically schedules, grouping, and thematic units; (7) guidelines on communicating with parents; (8) materials for screening students and evaluating students and programs; (9) a format for looking at and talking about art; and (10) a statement of bilingual philosophy and related resource materials. (RH)

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Sunnyside Unified School District

Kindergarten Curriculum Guide

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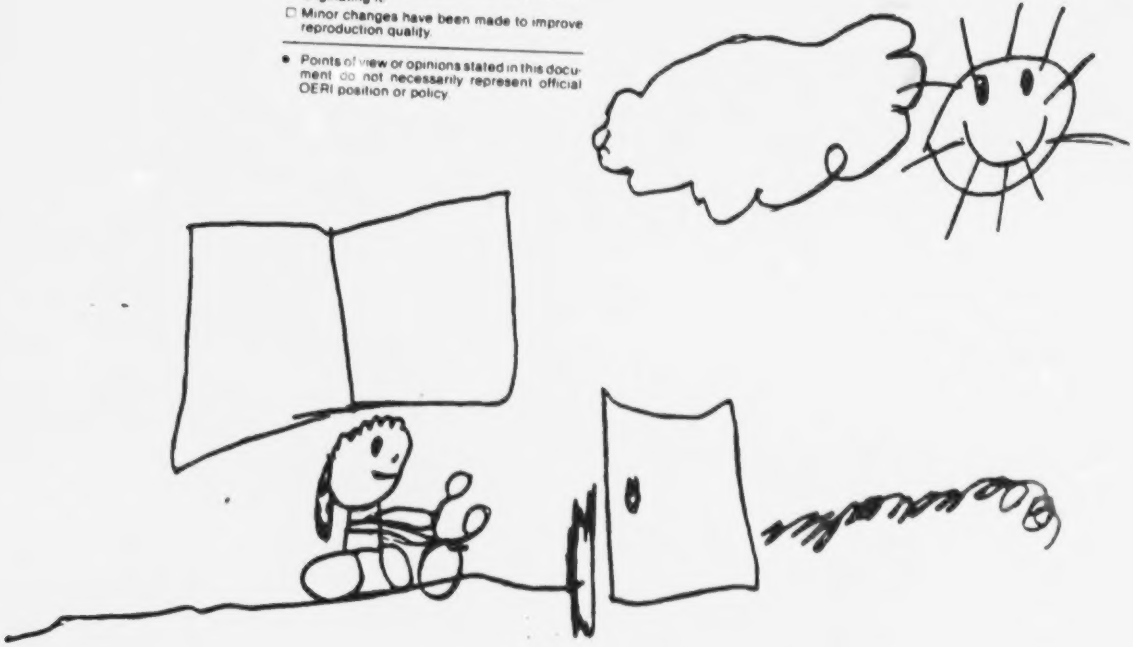

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SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12

KINDERGARTEN CURRICULUM GUIDE

August, 1988

(Revised June, 1989)

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ALL I EVER REALLY NEED TO KNOW I LEARNED IN KINDERGARTEN

by Robert Fulghum

Most of what I really need to know about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup -- they all die. So do we.

And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: **LOOK**. Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all - the whole world - had cookies and milk about 3 o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy in our nation and other nations to always put things back where we found them and cleaned up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

PHILOSOPHY FOR KINDERGARTEN

The kindergarten program in Sunnyside Unified School District provides young children with opportunities to develop strong oral language, basic problem solving abilities, fine and gross motor skills and feelings of confidence and joy as a learner in the school environment. In addition to direct instruction, teachers act as facilitators of planned, developmentally appropriate activities. Children make choices and interact with other children and adults to solve problems, to plan activities, and to make friends. The subject areas are integrated to enable the child to see meaning and application to life situations. The classrooms are rich in manipulative materials, equipment, books and invitations to read which invite exploration and creative responses.

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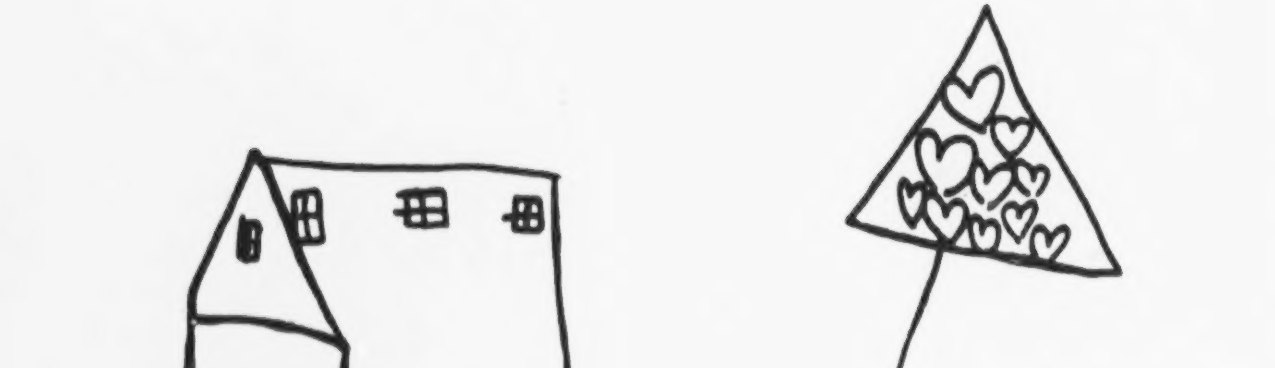

This article is the second of a series of three on the all-day kindergarten.

The All-day Kindergarten Curriculum: What Does "More" Mean?

By Susan B. Cruikshank

"More" is a word often associated with all-day kindergarten. Extending the kindergarten day means more teachers, more space, and more equipment. This, in turn, requires more taxpayer dollars. All of these tangible "mores" are directed toward a single goal: providing kindergartners with more time in the school setting.

How will the additional time be used? That's a key question facing districts planning for extended or full-day programs. The answer to this critical question will impact scheduling, curriculum, the planning of staff development, and parental/community public relations. Administrators, teachers, and parents all have a vested interest in what more time *really* means. In short, it's a question that cannot be ignored.

Many Meanings It is important to recognize from the outset that "what more means" can generate considerable controversy. This is because "more" is linked to basic philosophical assumptions about the education of young children—what, when, and how they should learn.

Some see a longer kindergarten day as an opportunity to teach more "academics," thus turning kindergarten into a "mini-first grade." In a school reform era, it is hardly surprising that this view appeals to those seeking ways to improve standardized test scores. Having preprimer readers, workbooks, and ditto sheets as the core of the kindergarten curriculum also appeals to many parents, who equate these familiar materials with "real" learning.

Early childhood educators, however, caution that the full-day kindergarten curriculum should take into account what we know about five- to six-years-olds. It should contain a balance of all three areas of child development: the cognitive (including language development), social/emotional, and the psycho-motor. It should also address the fact that kindergartners develop at different rates, and that young children learn best from concrete, hands-on experiences. "Academics" are not to be excluded from the curriculum, but should be presented in a way that is compatible with how five-year-olds learn.

Early childhood experts also point out that play is a valuable *learning* experience and should remain part of an all-day program. Block play, for example, helps the child develop cognitive mathematics skills, psycho-motor abilities and social skills. Playing in a "housekeeping area" builds language through role playing, as does using puppets. While play as a learning vehicle is understood by those trained in early childhood, its value often needs to be clarified for parents and others who see it as divorced from "learning."

Who Should Decide? Parental pressure can seem overwhelming, especially when decisions are being made about the youngest members of our public schools. However, educators are the experts, and should take a leadership role

Continued

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The All-day Kindergarten

Continued

in adapting the half-day curriculum to the full-day situation.

Successful curriculum modification efforts are characterized by a team approach. Kindergarten teachers have specific early childhood training, and should be integrally involved. First grade teachers will be impacted by the K curriculum, and should also be represented on the team. And certainly administrators should be included, since they are ultimately responsible for the overall school program. Some districts also find it facilitates "parent public relations" to include a supportive parent in the process.

Outside consultants are sometimes tapped as additional resources. They are most commonly used in three ways: (1) to provide expertise in curriculum development/modification, (2) to share information relating to a specific curriculum area (e.g. langauge arts, math), and (3) to facilitate the process when differences of opinion exist between administrators and teachers or among the teachers themselves.

What "More" Can Mean More time can mean more opportunities to insure school success, without unnecessarily pressuring kindergartners. Suggested uses for extra hours in full-day kindergarten programs are:

1. Increase Oral and Written Language Activities
   a. Expand your "Language Experience Approach." Label objects in your classroom. Have children dictate individual and group stories. (Aides, volunteers, and older children can be taught to help take dictation.) Use words/letters in the stories as the basis for teaching beginning reading skills (initial sounds, word recognition, rhyming words, etc.). At the end of the day, have the group summarize, in sequence, what they did that day and dictate a "class newspaper." (Many reading comprehension skills are involved in this activity.) This newspaper can be sent home with a different child each day.

   b. Permeate your program with all types of children's literature. Be sure to include books with predictable language and/or plots. These help children develop language patterns and comprehension skills. "Big books" such as *Brown Bear, Brown Bear, What Do You See?* (Holt, Rinehart & Winston, 1983) or *Noisy Nora* (Scholastic, 1973) are wonderful for helping kindergatners connect spoken and written language. The books' formats are large enough so that words can be seen by the group as the story is read aloud. As children become familiar with the story, they can participate in rereadings of it.

2. Increase the Use of Integrative Activities/Projects

Integrative activities provide vehicles for teaching "academic" skills in a meaningful way. They also foster thinking and help kindergartners make connections. Cooking, for example, involves math (counting, measuring, weighing), language/reading (following a written recipe in sequence), science (observing changes, using the five senses), and social studies (food origins). Exploring a theme such as "bears" over a period of time can include literary skills (exposure to poems, fairy tales, non-fiction selections about bears), research (What do we know about bears? What would we like to know? How can we find out?), story dictation, and thinking skills (comparing and contrasting different kinds of bears).

3. Establish a Learning Centers Approach

A centers approach can promote cognitive, social/emotional, and psycho-motor growth. Centers can include permanent areas (e.g., language arts, math, science, book corner, art, block building, housekeeping) as well as short-term areas (e.g., a "Green Center" to reinforce color recognition and thinking skills).

In a true centers approach, children are taught to choose a center and record their choice (e.g., on a "Choice Chart"). They are responsible for working on a chosen or prescribed task in that area, having the work checked, if necessary, cleaning up; and moving to another center. Simple weekly record-keeping devices can be introduced so students learn self-pacing.

Center materials/activities are carefully chosen to reinforce the K curriculum. They change according to children's needs, interests, and abilities. While it takes time to plan centers and acclimate children to their use, the learning payoffs can be extremely worthwhile.

4. Meet Individual Needs

Above all, full-day programs provide time to meet kindergartners' needs through individualization and small group instruction. Knowing each child's strengths and weaknesses is the first step toward individualization.

A systematic way of doing so is to focus on one-fifth the class each day. A class list with room for anecdotal comments will facilitate this task. At appropriate times, focus on targeted children to assess their cognitive, social/emotional, and psycho-motor progress. Children with similar needs/interests can then be grouped for meaningful instruction. If a centers approach is used, materials geared toward individuals can be included within the centers. As needs and interests change, materials and instructional groups will change accordingly. ↓

Next month, Dr. Cruikshank discusses
"Parents as Partners in the All-day Kindergarten."

The Need for Full-Day Kindergarten

NANCY K. NARON

Educators' conceptions regarding students and their learning abilities have shaped the development of classroom practices throughout the educational system. Perhaps the most basic notion is that children differ in their ability to learn and that only some students can learn to an acceptable level of mastery. This view is supported by the unfortunate fact that many students in large urban areas read at least one to two years below grade level. Success or failure in school is usually viewed as a function of ability—the same learning opportunities are available to all but students differ in their ability to use them.

These long-accepted ideas are being supplanted by new views about how students learn. Bloom (1976) and his colleagues have compiled a great deal of evidence that almost all students can learn whatever they're taught when provided with appropriate learning conditions. These appropriate learning conditions are encompassed in the theory of mastery learning and related teaching-learning strategies.

These views have far-reaching implications for curriculum and instruction, particularly in the primary grades (Bloom, 1978). In our new understanding of learning, students become more and more similar in their learning abilities over time, they "learn to learn," given the appropriate learning conditions. One important learning condition is the set of cognitive entry characteristics of the learner. Although students can acquire these entry characteristics at the beginning of any new instruction, they benefit the most if such characteristics are instituted at the beginning of primary schooling. As a result of the use of appropriate instructional principles during kindergarten, children with very different entry characteristics will be at very similar levels of achievement by the third grade, thereby reducing the need for special remediation in later years.

The Significance of Early Childhood Education

Many compensatory early childhood programs, such as Head Start in the 1960s, were built on the assumption that early education could enable children of poor parents to achieve cognitive parity with their middle-class peers. Contrary to expectations, the highly publicized Westinghouse-Ohio University study reported that Head Start had not produced long-lasting effects in terms of the children's school achievement (Cicirelli and others, 1969).

However, there were many methodological problems built into the design of that study (Campbell and Erlebacher, 1970). More recently, Lazar and others (1977) completed an extensive longitudinal analysis of experimental preschool programs begun prior to 1969. They found that early childhood education has not only increased cognitive gains, but has also reduced the number of children assigned to special education classes as well as the number of children held back one or more grades.

The emphasis on "well-planned" curriculums is important. The programs included in the Lazar study

Today's kindergarteners, with their diverse abilities and experiences, need an individualized full-day program emphasizing cognitive learning.

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had deliberate cognitive objectives. Similarly, a longitudinal study conducted by Bronfenbrenner (1975) indicated that the strongest differences between experimental preschool programs and their control groups were found in highly structured, cognitive-oriented programs.

As a result of these recent studies, professional educators and the general public are beginning to realize that early childhood education plays a role not only in the social-emotional development of the child, but also in the development of critical cognitive skills needed for reading and writing.

The cumulative effects of early childhood education extend beyond the level of the individual child and impinge on the kindergarten population as a whole. The children who enter kindergarten today are different from those of a decade ago, due largely to the increase in the number of children who attend prekindergarten programs: children between the ages of three and five enrolled in preprimary programs rose from 29.4 percent in 1966 to 49.2 percent in 1976 (Golladay and Noell, 1978). In other words, about half of the children who enter kindergarten today have received some type of prekindergarten school experience, compared to a small minority of kindergarteners a decade or two ago.

Because only about half the children have attended some prekindergarten program, today's urban kindergarteners fall into a bimodal distribution of readiness skills. Those who have prekindergarten experience have usually overcome the separation anxiety associated with beginning school, have learned to interact with peers and adult strangers, and have developed many of the cognitive skills necessary for more formal classroom activities. On the other hand, children who have not attended any type of preprimary program need to be exposed to activities that are common at the preschool level before they are ready to receive more formal training.

Implications for Kindergarten

We now know that the early years of a child's life are critical for building the foundation for later school learning. We know that children can learn to an acceptable mastery when provided with appropriate instruction at their developmental level, and that the use of diagnosis and remediation as part of the teaching-learning strategy will reduce the differences in learning ability and learning rate that appear early. In light of this new knowledge, we must reexamine the function and form of the kindergarten experience.

The past function of the kindergarten, to provide children with their first school experience, is now the role of the prekindergarten program. As a result, kindergarten must assume a more demanding function. It must account for the widely diverse abilities of today's kindergarteners, and focus not only on social and physical but also on cognitive areas of learning. It must provide identification and remediation of early learning deficits as well as individualized instruction according to each child's needs. In short, the new function requires more instructional time and better instructional tools than exist in traditional half-day kindergarten programs. One way to fulfill this function is to implement a carefully constructed full-day kindergarten program.

Research Concerning Full-Day Kindergarten

Very little experimental research bears directly on expanding and restructuring the kindergarten program. Several school districts around the country have initiated full-day kindergarten and compared the children's achievement with that of children in half-day programs. Other school districts have experimented with full-day attendance on alternate days compared to half-day attendance every day.

One study that examined an extended-day kindergarten program in conjunction with an individualized curriculum was conducted by Winter and Klein (1970). Two different groups of kindergarteners were chosen to participate in the extended-day program. On the basis of standardized tests and teacher ratings, one group was identified as educationally disadvantaged and "least ready" for kindergarten instruction; the other group was identified as educationally advantaged and "most ready" for kindergarten instruction. Control groups were identified to match characteristics of the experimental groups. All the children attended the regular kindergarten program in the morning. In the afternoon, the experimental groups received an additional 90 minutes of structured activities that differed according to the needs of the children. For the disadvantaged group, the additional time was used to diagnose the children's difficulties and to adjust their lessons accordingly. For the advantaged group, the additional time was used for creative approaches to learning that capitalized on the children's individual interests.

Analyses of the performance of the experimental and control groups indicated positive effects of the extended-day individualized program for both types of children. Specifically, the disadvantaged experimental group performed significantly better than the control group on the Metropolitan Readiness Test, and consistently exceeded the performance of the control group on both the Lee-Clark and the Stanford Achievement Test. Although the advantaged experimental group did not perform significantly better than the control group on these measures, due to a ceiling effect in their results their reading levels at the end kindergarten were exceptional compared to the controls. Specifically, all of the advantaged children in the extended-day program were reading at the second preprimer level and above, while none of the control children were reading above the first preprimer level. An analysis of their level of math readiness revealed similar differences between the groups.

A follow-up of these children conducted after the first grade revealed even more positive effects of the extended-day kindergarten program. Based on the Stanford Achievement Test, the disadvantaged experimental pupils exceeded the control children by nearly three stanine units, while the advantaged experimental pupils exceeded their controls by more than one grade equivalent unit. These results speak strongly for the benefits of a full-day kindergarten program that has been shaped to meet the different needs of children.

In a more recent study, about 20 children enrolled in a full-day kinde garten program were compared to a random sample of half-day students (Humphrey, 1980). The purpose of the two programs was the same—to help children grow in cognitive, psychomotor, affective, and linguistic skills. The only difference in the two programs was the time allotment. Results from the California Achievement Tests indicated significantly higher scores for the full-day participants. Furthermore, and consistent with the Winter and Klein study, follow-up testing when the children were first-graders indicated significantly higher reading scores for the students who had attended full-day kindergarten compared to those who had attended half-day.

Two studies found no significant differences between the achievement of kindergarteners attending a full-day and those attending a half-day program (Johnson, 1974; Hatcher and others, 1979). However, neither of these studies even addressed tailoring the instructional program to the individual needs of the children. In fact, in the Johnson study, the purpose of full-day kindergarten is described as providing "opportunity for play out-of-doors both morning and afternoon, often a full hour of it during each period" (p. 4). This is simply not the best use of additional time. Similarly, the study reported by Hatcher appears to compare an ordinary curriculum in a half-day program with the same curriculum stretched to fill a full day. It is not surprising that extended "babysitting" time does not affect a child's achievement. It is the way time is used that is important.

Practical Considerations

One concern for the young child attending a full-day kindergarten program is his or her ability to physically and psychologically adapt to that much time in school. This concern was addressed by Winter and Klein (1970) who reported that signs of fatigue, frustration, or waning interest in school simply did *not* appear in their experimental pupils. Similarly, in the study by Humphrey (1980), an examination of attendance patterns indicated no differences in absenteeism of children attending the full-day compared to the half-day program. In fact, a far higher percentage of children in the extended-day program in the Winter and Klein study were reported to experience very positive feelings about school than did children in the nonextended day program.

Of course, five-year-olds today are not as "young" as they used to be. Not only have many of them attended some type of prekindergarten program, many have attended full-day programs. Therefore, they have already adjusted to a full day away from home. To then enroll such children in a half-day kindergarten is equivalent to having them take at least one step backward.

The most important child-centered consideration is that the child receive instruction at his or her appropriate level. In full-day kindergarten, the teacher has the time to regularly assess each child's progress, to diagnose deficiencies, and to alter the instruction accordingly. As a result, each child can regularly encounter success, develop a positive attitude about school and learning, and require special education services less frequently. These benefits are immeasurable to the child's later success in school and in life.

An often-stated opposition to expanded-day kindergarten is based on parents' fear that the school will replace the home (Hess and others, 1978). However, full-day kindergarten can actually create a closer cooperation between home and school. When kindergarten was first instituted in the United States, it was a full-day program with the afternoon devoted to home visits and parent conferences. As teachers were assigned two groups of children, each attending a half-day session, they were forced to eliminate these visits with parents. As a result, the relationship between the kindergarten teacher and the parent suffered (Ross, 1976).

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In a reverse trend, the experimental full-day kindergarten programs emerging today emphasize the importance of parental involvement. Two studies that reported significant gains for children attending full-day over half-day kindergarten involved parents extensively in the instructional process (Winter and Klein, 1970; Alper and Wright, 1979). Parents often prefer full-day over half-day kindergarten for reasons of convenience: arrangements for the children's transportation, babysitting, and parents' daily routine are all facilitated.

Kindergarten teachers appear overwhelmingly to prefer a full-day program to two half-day sessions (Ross, 1976). Harris (1969) points out that it is very difficult for a teacher to meet the needs and interests of two groups of children in one day, and that to attempt to do so is physically and mentally exhausting. One teacher in a half-day program commented, "Just as I was getting somewhere with a child, the session would end" (Mouw, 1976). Teachers who taught in the full-day program in that study reported that they were able to use the additional time to work more with individual students, and that they were no longer forced by the schedule to put some children in overcrowded groupings.

Even in the study by Johnson (1974), which reported no significant differences in achievement between kindergarteners in a full-day program and those in a half-day program, the school decided with full knowledge of the results to continue the full-day kindergarten program. This decision was based on the favorable response to the program from both parents and teachers.

To the administrator, cost is the most critical consideration of full-day kindergarten. While the initial expense may be greater, it will be offset by the school district obtaining full state aid for each child (Gorton and Robinson, 1968). Costs for supplies and maintenance will not increase, and may even decrease, because fewer children will be using each room and its equipment. Similarly, cost for meals will not greatly increase, because in the present half-day situation, both groups of children often receive one meal and one snack. In a full-day program the need for snacks may be eliminated. There will also be a savings in transportation costs where buses are used because the noon trip is eliminated. Finally, space for additional classrooms is available in many schools that have been affected by declining school enrollment.

Even more important is the reduced need for special education and remedial services in later years. In fact, a program of early identification and treatment of learning deficits could save a large urban school district such as Chicago as much as a million dollars a year from the reduced need for special education services (Naron, 1978).

Public support for full-day kindergarten has been expressed by the National Association for the Education of Young Children, the American Federation of Teachers, the Council of Chief State School Officials, and the American Association of School Administrators (Hess and others, 1978). In August 1970, the American Association of Elementary-Kindergarten-Nursery Educators submitted a resolution that "a full-day kindergarten be available to all children, organized flexibly to accommodate the needs of kindergarten children and teachers" (Winter and Klein, 1970). Urie Bronfenbrenner (1976) has recommended that expanded kindergarten be made an "integral" part of the full public schools' curriculum, and that only with the implementation of a massive, publicly administered program can this be done successfully.

The public schools must meet this new responsibility. We can no longer rely on shaping the child to fit the school; we must shape the school to fit the child. ■

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Comparing Full-Day and Half-Day Kindergartens

Eleanor V. Anderson

During the 1982-83 school year, the Huntington Beach City School District in southern California (enrollment 5,680) offered an experimental full-day instructional program for kindergarten students at Kettler and Moffett Elementary Schools. Kindergarten classes in the district have typically provided 180 minutes of instruction daily. In order to offer children a more comprehensive, less hurried program, instructional time in the two experimental full-day classrooms was increased to 270 minutes. To ensure that this extended school day was appropriate for very young children, the district's Board of Trustees requested the Orange County Department of Education's Center for Planning, Research, and Evaluation to conduct a study of the effects of the pilot program on sixty children enrolled in full-day kindergarten classes.

Selection of Project Students

Student selection criteria for the extended-day kindergarten programs differed at the two project schools. At Kettler, parents of the most mature entering kindergarteners (as identified by scores on developmental tests) were invited to enroll their children in the full-day program. In contrast, at Moffett, students were selected by the principal on a more or less random basis, with the constraint that no children under five years of age were eligible. About thirty youngsters were enrolled in each of the two pilot programs. Class enrollment remained very stable throughout the year, with few additions or withdrawals. English was the primary language of all children in project classrooms.

Selection of Comparison Group Students

Comparison classrooms were selected at Smith and Burke Schools in order to contrast the processes and outcomes of extended-day classes with those of the district's traditional half-day kindergarten classes. Comparison classrooms were matched to project classrooms as closely as possible on the following criteria: age, socioeconomic status, entry-level scores on the district's Kindergarten Skills Assessment, and boy/girl ratio. Enrollment in these two classes also remained quite stable throughout the year, and all of the children were fluent English speakers.

Classroom Characteristics

Neither of the full-day kindergarten classes had aides, but both teachers recruited mother volunteers who helped on a regular or on-call basis. In contrast, both of the half-day classes had paid aides for at least part of the day; these teachers also recruited mother volunteers to assist in their classrooms.

Teaching responsibilities were shared in both comparison classrooms with a second kindergarten teacher for at least one hour of each three-hour session. Morning and afternoon kindergarten teachers "overlapped," assisting each other for part of each session, and also reducing the pupil/teacher ratio for a portion of the day. In addition, one comparison school conducted a "staggered" pro-

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gram, which permitted a further reduction in the ratio of children to adults.

Both half-day classes and one full-day class were conducted in double-size rooms that provided adequate space for all indoor activities. The second full-day class was situated in a standard size classroom, but more space was available in a nearby room when needed.

Procedures and Outcomes Examined

In order to demonstrate the effects of lengthening the school day for kindergarten children, the following program processes and outcomes were examined:

- The amount of time allocated by project and comparison teachers for instruction in reading (or pre-reading), language, mathematics, science, social studies, and other routine classroom activities was determined. This information came from teachers' class schedules.
- The amount of time students were actually engaged in learning activities in reading, language and mathematics was determined through the use of a classroom observation system that systematically sampled student behavior at 10-second intervals over extended time periods.
- The presence/absence of fatigue was determined by careful observation of students under a variety of circumstances.
- The year-end gains of project and comparison students in reading, math, social studies, and science were assessed using the Stanford Early School Achievement Test, a standardized achievement measure.
- Attitudes of project and comparison students' parents regarding their children's kindergarten experiences were solicited through the use of a questionaire.
- Attitudes and opinions of project and comparison teachers regarding the extended-day kindergarten program were gathered in informal interviews.

The findings of this study are presented as a series of questions and answers addressing each of the issues related to the pilot project's processes and outcomes. Pilot project (full-day) classes are contrasted with comparison (half-day) classes to highlight differences.

Allocated Time

How did the allocation of time to the curricular areas (reading, language, science, mathematics, and social studies) and to other classroom functions differ in full-day and half-day classes?

Table 1 represents the number of minutes allocated in teachers' plans to each of the curricular areas. The two

Table 1.--Average Daily Time Allocation (in Minutes) for Full-Day and Half-Day Classes

Subject/Activity	Full-Day Classrooms	Half-Day Classrooms
Reading/Language	90	40
Mathematics	30	23
Science/Social Science	17	06
Music/Art	30	16
P.E./Psychomotor	20	18
Indoor Activities	20	20
Opening/Closing/Sharing	15	12
Rest/Story	25	28
Recess	23	17
Total Allocated Minutes	270	180

full-day teachers planned similar time allocations for their classes, as did the two comparison teachers. The figures in table 1 represent averages for the two teachers in each group. A significantly greater number of minutes was scheduled in the extended-day classes for reading, mathematics, science, social studies, music and art than was the case in comparison classes. Similar amounts of time were allotted by full-day and comparison teachers to physical education, indoor free choice activities, opening and closing routines, sharing, stories, rest and recess. It is important to point out that these numbers represent *planned* time only. In practice, the need for flexibility caused many deviations from the schedule to occur.

Engaged Learning Time

How did student engaged learning time (time on task) differ in full-day and half-day classes?

Recent research demonstrates that engaged learning time is directly related to student achievement. To determine the amount of engaged time, full-day and comparison class students were observed on three separate occasions for varying periods of time. Behavior of a random sample of students in each class was observed and coded at 10-second intervals, and the percent of student engaged learning time was calculated during instruction in reading, language, and math for each of the four classes. Averages were derived for the two pilot project classes and for the two comparison classes.

When the percentages of engaged time are applied to the allocated times for reading, language and mathematics in table 1, the average number of engaged minutes per student in these curricular areas can be calculated. Table 2 shows (1) the number of minutes allocated to reading/language and to mathematics, (2) the percent of student engaged time for these subjects, and (3) the average number of actual student engaged minutes in reading/language and mathematics for project and comparison students.

Engaged time in reading/language in full-day classrooms was two and one-half times greater than in half-day classes, and in mathematics, engaged time was about 50 percent greater in project classes than in comparison classes.

Table 2.--Average Daily Allocated Time, Percent of On-Task Behavior, and Engaged Time for Full-Day and Half-Day Students

	Full-Day Classrooms			Half-Day Classrooms		
Subject	Allocated Minutes	% On-Task	Engaged Minutes	Allocated Minutes	% On-Task	Engaged Minutes
Reading/ Language	90	70%	63	40	64%	26
Math	30	84%	25	23	84%	19

Fatigue

Did excessive fatigue occur in full-day classrooms?

The extended-day students showed no evidence of suffering from excessive fatigue during the afternoon portion of the extended-day kindergartens. Instruction in reading, language and mathematics usually occurred in the morning, leaving art, drama, social studies, "choosing" activities, and physical education for the afternoon. Parents were asked in a year-end questionnaire if their kindergarten children seemed to be excessively tired. One half-day class (afternoon session) parent reported that fatigue was a problem for her youngster, and three parents in one of the extended-day classes noted that their children appeared tired at the beginning of the school year, but that this was short-lived and was no longer a problem. It is reasonable to conclude, therefore, that fatigue was not a significant factor for children in either the full-day or half-day classrooms.

Student Achievement

How did learning outcomes differ for project and comparison children?

The Stanford Early School Achievement Test (SESAT), Level 2, was used to measure year-end scholastic achievement of project and comparison children. Table 3 shows the test results for children in each of the extended-day and comparison classrooms. The SESAT is a norm-referenced test, standardized on a sample of over ten thousand children chosen to represent the national population. The SESAT measures student skills, knowledge, and understanding in mathematics, reading, social studies and science. The

Table 3.--Average Raw Scores and Grade Equivalent Scores For Full-Day and Half-Day Classes

		MATHEMATICS (38)	SOUNDS & LETTERS (45)	WORD READING (38)	SENTENCE READING (30)	TOTAL READING (113)	LISTENING (45)	ENVIRONMENT (40)
Full-Day Class A (n=31)	RS GE	36 3.4	44 2.2	36 2.2	27 2.0	107 2.1	43 4.0	38 3.4
Full-Day Class B (n=28)	RS GE	35 2.8	42 1.7	32 1.6	16 1.2	90 1.5	37 1.7	35 1.9
Half-Day Class A (n=27)	RS GE	34 2.5	40 1.5	24 1.2	12 1.0	76 1.2	31 K.7	33 1.4
Half-Day Class B (n=25)	RS GE	29 1.4	38 1.3	25 1.2	15 1.2	76 1.2	35 1.3	33 1.4

RS=Raw Score
GE=Grade Equivalent Score

SESAT was administered to children in full-day and half-day classrooms during the second week of May.

The *raw scores* displayed in table 3 represent the average number of items correct on each subtest for children in project and comparison classes. The *grade equivalent scores* represent the average performance of students tested in a given month. The number to the left of the decimal point refers to the grade for which the score is typical, and the number to the right of the decimal point represents one-tenth of the school year, or one school month. Although grade equivalents are helpful in comparing students with a national sample across grades, they are frequently misinterpreted. If kindergarten students obtain a grade equivalent of 3.4 on a math test designed for kindergarteners, for example, this does *not* mean that the students have mastered math at the mid-third grade level. The grade equivalent score of 3.4 simply means that the students' score is about the same as the typical score of average third-graders, had they taken the *kindergarten* test in the fourth month of the school year.

The test score data in table 3 indicate that children in extended-day classes did significantly better on the average than children in comparison classes in terms of their skills, knowledge, and understanding in reading, mathematics, social studies, and science. Some other interesting observations can be made based on the scores:

- The average expected grade equivalent score for kindergarten students in May, based on national norms, is K.9, representing nine months of kindergarten instruction. All four project and comparison classes exceeded expectations in each curricular area, with the single exception of one comparison cell (Half-day Class A: Listening). A strong endorsement can therefore be given to teaching/learning programs and processes in all four project and comparison classrooms.
- Full-day classrooms A and B scored very differently from each other. This outcome was entirely predictable due to the different student selection criteria used for the two extended-day programs. The children in Full-day Class A were selected on the basis of preliminary assessments of verbal skill and self assurance, while children in Full-day Class B were selected randomly from the pool of entering kindergarteners, and consequently included children at widely varying levels of readiness. Even this randomly selected group, however, surpassed comparison class children on all subtests except Sentence Reading, where it was equaled by Half-day Class B.

Other Program Outcomes

Were other program outcomes observed?

Clearly, academic achievement is not the only intended outcome of the kindergarten programs. The district's *Curriculum Scope and Sequence* for kindergarten includes development of psychomotor skills and experience in the fine arts. All four classes included these activities, and in practice there appeared to be few differences among the four classes in the time actually spent on these activities.

The psychosocial development of children is also an essential component of the kindergarten experience. In a survey of parents' attitudes toward their children's kindergarten experience, 68 percent of project parents and 74 percent of comparison group parents stated that learning how to get along with others and learning how to control and express feelings in positive ways were the most important functions of kindergarten. The four teachers involved in this study were, above all, concerned with their students' psychosocial processes, and each fostered the development of self-esteem in many ways. At no time during the classroom observations required for this study was there any evidence of undue pressure on a child, or of teacher expectations that were unreasonably high and therefore likely to result in emotional distress for children. Of course, it is impossible to know precisely how the extended-day kindergarten experience affected the development of each child's self-concept, but it was apparent that all four classes provided a healthy psychological environment, and that the two extended-day classes provided, in addition, the excitement and satisfaction that comes with challenge.

Factors Influencing Student Growth

Did factors other than the extended instructional time influence student growth?

Clearly, extending instructional time in project classrooms accounts for some of the differences in student outcomes in full-day and half-day group children. Other factors not measured in this study also influenced student outcomes to an unknown but probably significant extent.

First, differences in teacher expectations were readily apparent and undoubtedly had considerable impact on student outcomes.

Second, classroom management styles differed greatly. The two half-day teachers had assistance from overlap teachers. The presence of additional professional adults in these classes permitted children to be under direct adult supervision and in smaller groups for a greater portion of class time. Lacking overlap teachers (and paid aides), full-day teachers necessarily organized their classes to operate more independently. Whether the additional independence that developed influenced academic achievement positively or negatively is unknown and probably depends on the characteristics of individual children.

Third, the quality and amount of assistance provided by other adults in the classroom environment (paid aides, mother-volunteers) undoubtedly varied and influenced student outcomes in unmeasurable ways, as did parent expectations related to student achievement. It is important to be aware that while time was the principal factor under consideration in this study, all of these other factors also help to explain differences in student outcomes.

Parent Attitudes

What were the attitudes of parents toward the extended-day program?

Parents of both project and comparison class children were asked to respond to a questionnaire that sampled their attitudes and opinions about various dimensions of their child's kindergarten experience. Parents of 51 extended-day children and 39 comparison group children responded to the questionnaire. Table 4 (page 9) summarizes parent responses relative to four important dimensions of child growth in kindergarten.

Parents of extended-day children expressed the belief that a great deal of change occurred in their children more frequently than did parents of half-day class children. These parent attitudes can be viewed not only as statements of perceived change in their children, but also as expressions of relative satisfaction with their child's kindergarten program, since student change on these dimensions is generally considered to constitute a large portion of the intended "product" of kindergarten experience.

Parents were asked, "If you had a choice, which of the following kinds of kindergarten programs would you prefer for your youngster?" Of the 51 responding parents of children in the full-day program, *all* responded that they preferred a full-day kindergarten program. They cited the following factors in behalf of the full-day kindergarten program in their neighborhood school:

- Many children have been in preschool for one or more years and are ready for a full day program.
- The extended time permits a more rigorous academic program.
- The added time encourages greater social development.
- There is time for more in-depth study in science and social studies.
- The extra time allows for more reinforcement of what is taught.
- Stronger preparation at an age when children are eager to learn provides a better foundation for future years.
- The need for after-school child care

Table 4.--Summary of Parent Attitudes Related to Student Growth in Full-Day and Half-Day Classes

Dimensions of Student Growth		A Great Deal of Growth (%)	Moderate Growth (%)	No Growth (%)
Self Confidence	Full-Day (n=51)	69	25	06
	Half-Day (n=39)	49	44	08
Independence	Full-Day	69	27	04
	Half-Day	44	44	13
Ability to Work/Play With Others	Full-Day	80	18	02
	Half-Day	56	28	13
Academic Learning	Full-Day	96	04	00
	Half-Day	74	26	00

is reduced for employed mothers.

- The transition to first grade may be made more easily by children who have an extended kindergarten experience.
- Self-esteem is enhanced by successfully meeting challenges.
- Children benefit from the added emphasis on productivity and responsiblity.
- Children can walk to and from school with neighborhood children in other grades.
- Children are bored when they are not in school.

Of the 36 responding parents of children in the half-day classes, 18 said they preferred a half-day program and 18 said that they would prefer a full-day program. The parents who preferred the half-day program supported their preference with these statements:

- Five-year-olds are not all ready for a full-day program.
- Young children need more time at home for nurturing.
- Children would be too tired as a result of going to school all day.
- Half-day kindergarten allows a child to become accustomed to school gradually.
- Children benefit from unstructured time at home.

Teacher Attitudes

What were the attitudes of teachers toward the extended-day program?

Extended-Day Teachers -- Both teachers of extended-day classes firmly believe that the longer period of instruction was in the best interests of their kindergarten students, and that the added time facilitated better preparation of children for first grade than did the traditional 180-minute program. Some of the teachers' statements were:

- There was time for less hurried, more consistently structured instruction.

- The additional time facilitated effective teaching strategies.
- Teaching in the content areas (social studies and science) was enhanced by the additional time.
- Student independence was fostered.
- Children who had been enrolled in preschool programs for two to three years were already socialized to appropriate group behavior -- taking turns, standing in lines, helping each other -- and were ready to begin an academic learning program.
- Parents were eager for their children to have the advantages of early academic training and were very supportive of the extended-day program.
- The extended-day program may represent an opportunity to increase community esteem for public schools.
- The full-day program provides a viable strategy for keeping children of employed mothers in public school, thus preventing loss of revenue to the district.
- Increasing communication between parents and teachers was engendered, producing many opportunities for parents to support the schooling process.
- The program provided classroom structure that was beneficial for very active youngsters.

These teachers cited as a project-related concern the lack of professional classroom assistance. Although both made regular use of mother-volunteers, neither teacher was able to rely on regular assistance from a paid aide or overlap teacher. Both spent countless after-school and weekend hours in planning and preparation of instructional materials.

Comparison Class Teachers -- The two comparison class teachers acknowledged that *some* additional time could be advantageous for kindergarteners, but stated that the 270-minute program seemed, in their estimation, too long for young children. Both of these teachers had the real advantage of sharing their responsibility with an overlap teacher. This sharing permitted a distinct classroom organizational pattern, in which small groups of children worked with adult supervision much of the time. Groups of children moved from one teacher-supervised learning activity to another, with about 20-30 minutes allotted for each rotation. This organizational pattern, which is considered very desirable by kindergarten teachers and theorists, is precluded in the district's full-day program by the absence of an overlap teacher. The loss of this possibility is viewed as a serious disadvantage by comparison class teachers.

Conclusions

The research findings provide evidence that the extended-day program promotes acquisition of skills and knowledge; enhances self-confidence, independence and cooperation; and provides convincing evidence to the community of the district administration's serious intent to strengthen the elementary school curriculum.

In addition, the full-day program can potentially increase enrollment by encouraging the return to district schools of children enrolled in private full-day kindergartens to accommodate the needs of working mothers. ☐

The Hurried CHILD

David Elkind

David Elkind, a well-known and highly respected child psychologist and chairman of the Eliot-Pearson School of Child Development at Tufts University, is a member of INSTRUCTOR's Editorial Advisory Board. He expands on this article in his new book, *The Hurried Child: Growing Up Too Fast, Too Soon* (copyright 1982 Addison-Wesley Publishing Company, Inc.)

Pressure to succeed at all costs . . . pressure to cope . . . pressure to survive! Sound like the beginning of a list of adult stressors? It probably is, but add to it pressure to achieve before one is ready to achieve . . . pressure to grow up and quit acting like a child when one is still a child . . . pressure to struggle to the top when one is only four, six, or eight years old. Combine those pressures, and others, and you have the stressors we are applying on our children as we hurry them into premature adulthood.

We even want them to *look* like adults. Take, for example, the mid-teens sex symbol who sensually gyrates her hips as she models designer jeans appealing to the very young. As a matter of fact, today even preschoolers wear miniature versions of adult clothing. From LaCoste shirts to scaled down designer fashions, a whole range of adult costumes is available to children.

Three or four decades ago boys wore short pants and knickers until they began to shave—getting a pair of long pants was a true rite of passage. Girls were not permitted to wear makeup or sheer stockings until they were in their teens. Clothing signaled adults that children were to be treated differently, perhaps indulgently; it made it easier for them to act as children. But no longer. And clothing is just one of the more obvious examples of how we hurry today's children into adulthood, pushing them toward many different types of achievement and exposing them to experiences that tax their adaptive capacity.

Look at the media, for example. Music, books, films, and television increasingly portray young people as precocious and present them in more or less explicit sexual or manipulative situations, reinforcing the pressure on children to grow up fast in their language, thinking, and behavior. But can they be hurried into growing up fast emotionally as well? The answer is no. Feelings and emotions have their own timing and rhythm and cannot be hurried. Young teenagers may look and behave like adults but they usually don't feel like adults. Growing up emotionally is complicated and difficult under any circumstances, but may be especially so when children's behavior and appearance speak "adult" while their feelings cry "child."

Academic achievement is another example of the many pressures adults place on children to grow up fast, to succeed at all costs at any age. There is no room for the "late bloomers," the children who come into their own later in life rather than earlier. Children have to be successful early or they are regarded as flops. It has gone so far that many parents refuse to have their children repeat or be retained in kindergarten—despite all evidence that this is the best possible time to retain a child. "But," the parents say, "how can we tell our friends that our son failed kindergarten?"

A recent study of children who have been held back or who repeated kindergarten found that almost all of the parents involved were pleased with the result. They felt that it had given their children, who were socially or intellectually below the norm at that time, a chance to catch up at their own speed. Many of these children were able to join their own age group later and, far from being handicapped, were helped by the opportunity to move at their own pace.

When should a child read?

As teachers know all too well, parents hurry children when they insist that they acquire academic skills, such as reading, at an early age. (Indeed, some programs now promise parents that they can teach their children to read as infants and toddlers.) This pressure by parents reflects parental need, not the children's needs or inclinations. While it is certainly true that some children gravitate to reading early, seeking out books and adults to read to them, such children seem to learn to read on their own and with little fuss or bother. But they are in the minority. Studies by my colleagues and me, and by other investigators, find that only 1 to 3 children in 100 read proficiently (at second grade level) on entrance to kindergarten. If learning to read was as easy as learning to talk, as some people claim, many more children would learn to read on their own. The fact that they do not, despite being surrounded by print, suggests that learning to read is not a spontaneous or simple skill. The majority of children can, however, learn to read with ease if they are not hurried into it.

Other studies suggest that children confronted with the task of learning to read before they have the requisite mental abilities can develop long-term learning difficulties. In one high school, for example, we compared the grades of students who had fall birthdays (September, October, November, and December) and had entered kindergarten before they were five, with those with spring birthdays (April, May, June, even July) and who had entered school after they were five. For boys in particular, there was an advantage, in terms of grades, to entering kindergarten after age five rather than before.

Children should be challenged intellectually, but the challenge should be constructive, not debilitating. Forcing a child to read early, just as forcing an adolescent to take algebra when simple arithmetic is still a problem, can be a devastating experience for a young person who is not prepared intellectually for the task.

The abuse of the factory system

Schools today hurry children because administrators are pressured to produce better "products." This leads them to treat students like empty bottles on an assembly line, getting a little fuller at each grade level. When the bottles don't get full enough, management puts pressure on the operator (the teacher, who is now held accountable for filling his or her share of the bottles) and on quality control (making sure the information is valid and the bottle is not defective). This factory emphasis hurries children because it ignores individual differences in mental abilities and learning rates. The child who cannot keep up in this system, even if only temporarily, is often regarded as a defective vessel and is labeled learning disabled or minimally brain damaged or hyperactive.

The factory mentality of our schools has been reinforced by machine-scored group testing probably more than any other single factor. Dependence on such testing has grown dramatically over the last 10 years as dissatisfaction with the schools and with children's attainments has become more virulent on the part of both parents and legislators. Whether blame is placed on television, single-parent homes, mothers working, or the decline of authority, academic performance has been declining, and efforts to remedy the situation rely heavily on testing and teacher accountability. The problem with this system is that it pushes children too much, forcing them into a uniform mold. Children are being pressured to produce for the sake of teachers and administrators.

Management programs, accountability, and test scores are what schools are all about today and children know it. They have to produce or else. This pressure may be good for many students, but it is bound to be bad for those who can't keep up. Their failure is more public and therefore more humiliating than ever before. Worse, students who fail to achieve are letting down their peers, their teachers, the principal, the superintendent, and the school board. This is a heavy burden for many children to bear. Therefore, children become much more concerned with grades than with what they know. So it isn't surprising that when these young people go out into the work world, they are less concerned with the job than with the pay and the perquisites of the job. What schools have to realize—and parents ought to—is that the attitudes they inculcate in young people are carried over into the occupational world.

Schooling and education are thought of in narrow terms—of attaining basic concepts and skills. But education—true education—is coincident with life and is not limited to special skills or concepts and particularly not to test scores. Education should not come packaged or sequenced. Much of it is spontaneous, an outgrowth of openness and curiosity that needs to be imparted to children. Pressuring them to get certain marks on tests that at best measure rote knowledge is hardly the way to improve their education. What good is it if children can read but not understand what they read or if they know how to compute but not where, when, or what to compute?

Kids are hurried, because we are hurried

What is the first expensive, utilitarian gift we usually give our children? A watch! We hurry our children basically because we hurry ourselves. For all our technological finesse and sophisticated systems, we are a people who cannot—will not—wait. We are, in short, a hurried people, and only in the context of a society that is hell-bent on doing jobs more quickly and better and is impatient with waiting and inefficiency can we really understand the phenomenon of hurried children and hope to help them. And first of all, it is important to recognize what we cannot do. We cannot change the basic thrust of American society for which hurrying is the accepted and valued way of life. When hurrying reflects cultural values like being punctual, then urging children to be on time has social justification. But the *abuse of hurrying* harms children—that is, when hurrying serves parental or institutional needs at the expense of children without imbuing them with redeeming social values.

Young children two to eight years old tend to perceive hurrying as a rejection, as evidence that their parents do not really care about them. Children are emotionally astute in this regard and tune in to what is a partial truth. To a certain extent, hurrying children from one caretaker to another each day, or into academic achievement, or into making decisions they are not really able to make *is* a rejection. It is a rejection of children as they see themselves, of what they are capable of coping with and doing. Children find such rejection very threatening and often develop stress symptoms as a result.

Accordingly, when parents have to hurry young children, when they have to be at a day-care center or with a babysitter, they need to appreciate children's feelings about the matter. Giving children a rational explanation, "I have to work so we can eat, buy clothes," and so on, helps but it isn't enough to deal with the child's implicit thought—"If they really love me, they wouldn't go off and leave me." We need to respond to the child's feelings more than to his or her intellect. One might say, for instance: "I'm really going to miss you today and wish you could be with me." The exact words are less important than the message that the separation is painful but necessary for the parents, too.

School-age children are more independent and more self-reliant than younger children. Consequently, they often seem to welcome hurrying in the sense that they are eager to take on adult chores and responsibilities, particularly in single-parent homes where they may try intuitively to fill the role of the absent parent. The danger with this age group is that too often parents take this display of maturity for true maturity rather than for what it is—a kind of game. The image to keep in mind for this age group is Peter Pan, who wanted to assume adult responsibilities but did not really want to grow up and take on some of the negative qualities that children perceive as characteristic of adults. Children want to play at being grown up but they really don't want adults to take them too seriously.

There are ways to fight hurrying

[illegible] effective tool against the onslaught [illegible]rrying is play. Unfortunately, both the value and the meaning of play are poorly understood in our hurried society. Indeed, that which happened to adults in our society has now happened to children—play has been transformed into work. What was once recreational—sports, summer camp, musical training—is now professionalized and competitive. In schools, when budgets are tight, the first areas to be cut are art, music, and drama. And the media, suffused with the new realism, offer little in the way of truly imaginative fantasy. Perhaps the best evidence of the extent to which children are hurried is the lack of opportunities for genuine play available to them.

Certainly, children need to do more than play. At every turn they are learning social rules—how to behave in a restaurant, on a plane, at a friend's house; how to put clothes on and take them off, how to eat with utensils; how to wash behind their ears, to wipe oneself with a towel, and so on. Children can also be taught basic concepts about space, time, number, color, so on. But they need to be given an opportunity for pure play as well as for work. If adults feel that each spontaneous interest of a child is an opportunity for a lesson, the child's opportunities for pure play are foreclosed.

Basically, play is nature's way of dealing with stress for children as well as adults. Parents can help by investing in toys and playthings that give the greatest scope to a child's imagination—a good set of blocks, for example, that give children leeway to create and that can be used for years; and crayons, paints, clay, and chalk. These are all creative playthings because they allow for a child's personal expression.

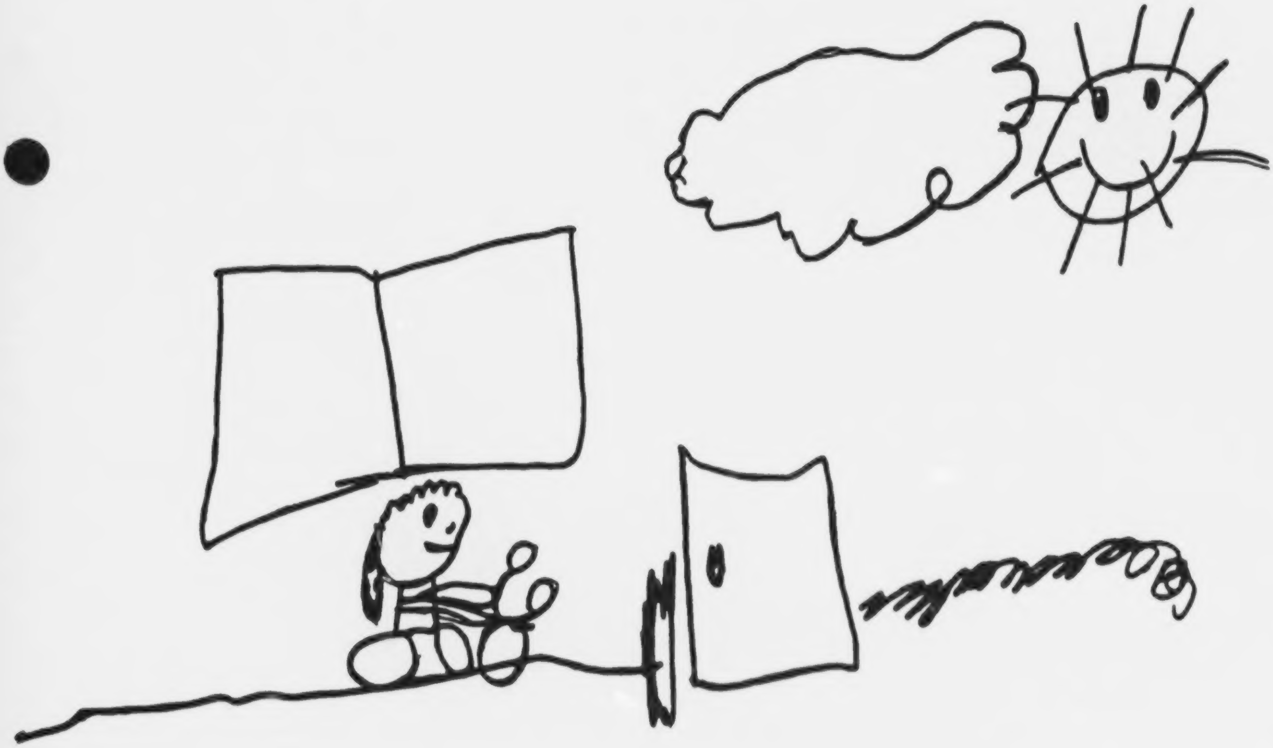
Along the way, all of us—parents, teachers, and citizens—need to assert the value of the arts in the schools. The overemphasis on the basics in contemporary education without a balancing emphasis on personal expression through the arts hurries children by destroying the necessary balance between work and play. The need for workers to have modes of personal expression at work is just beginning to be realized and appreciated by American industry. Schools need to recognize that children also work better, learn better, and yes, grow better, if time spent in social adaptation—learning the basics—is alternated with healthy periods given over to avenues for self-expression. Far from being a luxury, time and money spent on the arts enhance learning and development by reducing the stress of personal adaptation and giving children an aesthetic perspective to balance the workaday one.

It is important to see childhood as a stage of life, not just as the anteroom to life. Hurrying children into adulthood violates the sanctity of life by giving one period priority over another. But if we really value human life, we will value each period equally and give unto each stage of life what is appropriate to that stage.

We should appreciate the values of childhood with its own special joys, sorrows, worries, and concerns. But valuing childhood does not mean seeing it as a happy innocent period, but rather as an important period of life to which children are entitled. It is their right to be children, to enjoy the pleasures, to suffer the trials, of childhood that is infringed upon by hurrying. In the end childhood is the most basic human right of children.

ABOUT

KINDERGARTENERS



Laurie

DEVELOPMENTAL ASPECTS OF KINDERGARTENERS

Every individual, in the process of change, grows in many ways. Some physical, social-emotional, and cognitive characteristics of children in kindergarten have appeared with regularity in the literature on the young child. These generalizations are not intended to be used as diagnostic or comparative measures but rather as guides to understanding children's behaviors, recognizing that children of similar chronological age may develop at different rates. Teachers need to keep in mind that each child is unique and may not necessarily exhibit all of these characteristics.

THE FIVE YEAR OLD

Five is a time of great happiness, of equilibrium. Life is "good" as the five year old will tell you. Behavior is smooth, even and literal. The five-year-old's primary objective in life is to please the significant adults in their lives. They are constantly asking, "Mom, can I set the table? Can I put away the socks?" At school five year olds also ask permission. "Teacher, is this how you do it? How much can I use, teacher?"

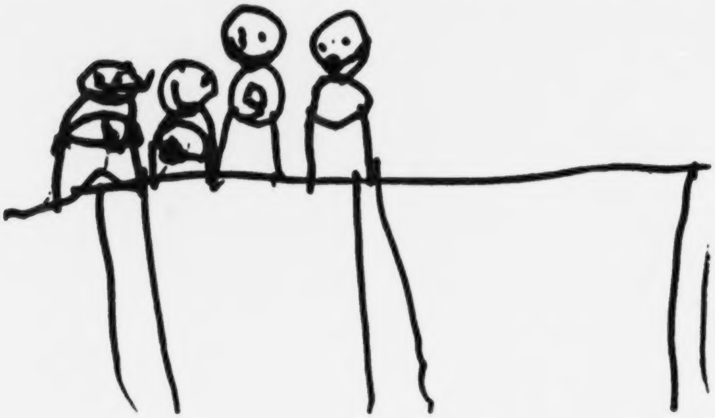
The five year old needs the release of the adult to make transitions, move from task to task. Visually this age shows strong ocular fixation, often getting "stuck" in the near field of vision on a specific object or activity. Lacking the ability to sweep eyes laterally left to right and back right to left, most five year olds are not ready for the rigors of formal reading instruction.

The young five year old is in a period of consolidation, resting from the exuberant, out-of-bounds behavior of four. At four the child exaggerated, told long stories, talked constantly and was always in motion. At five, the child is highly literal and exact. One word answers, "good" and "fine" replace elaborate explanations.

Five year olds are not selfish, but are at the center of their own universe and find it hard to see the world from any other point of view. This, also, often makes it impossible for children to complete a given task except in the one way they know--their way.

However, children at this age do accept adult rules as absolute and unbendable.

> "Childhood is a time of great happiness and great unhappiness--there is not much middle ground."
> Caroline Pratt, 1948



"Two mamas with two kids"
Aaron

THE FIVE YEAR OLD—BEHAVIORAL CHARACTERISTICS*

PHYSICAL	LANGUAGE	PERSONAL—SOCIAL	ADAPTIVE
• Ocular fixation near point vision • Centered on task • Gross motor control improving • Pincer grasp with pencil • Falls out of chair sideways • Paces self well • Active but can inhibit	• Literal, succinct • "play" and "good" favorite words • Needs release from adult "Can I...?" • Fantasy is more active, less verbal • Does not communicate about school at home • Thinks outloud	• Likes to help; cooperative • Wants to be good • Needs approval • Dependent on authority; wants to be told what to do, but also finds it difficult to see things from another's viewpoint	• Likes to copy • Literal behavior; often only one way to do things • Bound cognitively by sight and senses • Animistic (inanimate objects have life, movement) • Learns best through play and own action • Does not yet think logically

THE FIVE YEAR OLD—CLASSROOM IMPLICATIONS

The behavioral characteristics of children at any age provide clues to strategies in the classroom. The literal five year old needs the teacher's focused attention.

Vision	• Because children have not established ocular pursuit, left to right, they will tend to focus on one word at a time. • Teachers need to be aware that children will often lose their place looking at print, both in books and on the board. • Children will have difficulty copying from a blackboard or chart stand. • Children who have started to read will often need a pointer or a finger to keep their place. • Reversals of letters and numbers, though few, need to be accepted, not corrected. • Children will sometimes get "stuck" on one task for a considerable period.
Fine-Motor	• Manuscript printing can be introduced, but children should not be expected to stay within the lines. • Spacing of letters and numbers will be inconsistent.
Self-Control	• Teachers can expect children to work at quiet, sitting activities for 15-20 minutes at a time. • Children often need teacher to release them to the next task, though they are able to pace themselves well with a given task.
Language Development	• Teachers need to expect and allow children to think outloud; language often directs action of the child: "I am going to move the truck!" preceding the action. • Dramatic play through a housekeeping corner or dramatic play area is essential to language development, allowing children to express thoughts through action.
Personal-Social Behavior	• Consistent guidelines and carefully planned structure help children feel safe in the classroom. Children need to be allowed to make choices about the use of their time within the established structure. • Teachers need to be aware of children's need to touch base frequently. • Praise is an important "release mechanism" for children to move on to a next task. • Teachers need to understand and accept children's seemingly illogical understandings of cause and effect in the physical world (i.e., "It's raining 'cause the sun is crying"), but teachers do not need to *agree* with children's answers.
Child's Point of View	• Children are seldom able to see things from another's point of view.
Literal Focus	• Teachers need to allow for much repetitive behavior in the classroom. Stories, poems, songs and games should be repeated, sometimes with minor variations. Patterning in math, science and daily scheduling is important.

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*Tabular material for behavioral characteristics in this chapter is adapted from Frances Ilg, *Scoring Notes: The Developmental Examination* (New Haven, CT, 1965)

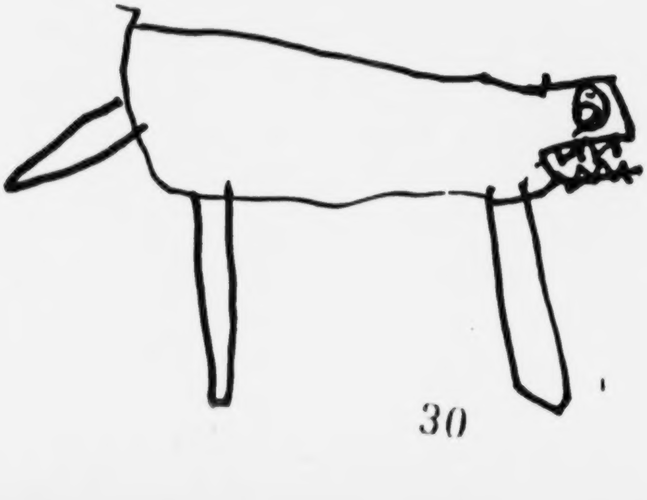
THE FIVE AND ONE HALF YEAR OLD

At five and a half there is a marked transition to imbalance--the disequilibrium of a break-up stage. Visual and auditory confusions evidence themselves in the typical letter and number reversals of this age. The child is not sure which way things go-and says so! "Yes and No." replaces "YES." An occasional "NO!" reminds us of the last break-up stage at 2½. The child at this age is testing limits, beginning to question the absolute authority of the adult.

Where fives could sit still and wait their turn, at five and a half wiggles are the order of the day and it is not uncommon to see children frequently falling sideways out of their chairs (at six they will fall over backwards). As children move toward six their language becomes more differentiated and complex.

Behavior at this age is also complex. Children can be playing well one moment and be arguing the next. They can delight in independent activity or become instantly dependent on adult intervention. Sometimes they dawdle, sometimes they rush. At five and a half they are in a major transition period. Initiative drives them forward. The more they can do on their own, the stronger they feel. However, failure at any task may produce a strong sense of guilt. The balance between initiative and guilt provides the child with a feeling of purpose and worth. This purposefulness allows them to venture on into a lengthy period of industriousness between the ages of six and eleven.

What is especially important to remember about all five year olds is that they do not think the same way about the world as adults do. Cause and effect are not explained through logic but rather through intuition. Thought which appears illogical is really prelogical. ("I go to sleep because it's night.") In this prelude to logical thinking, children are not yet able to complete mental operations through even the simplest abstractions. Bound by the senses, by what they can see, children must act on one thing at a time.



THE FIVE AND ONE HALF YEAR OLD—BEHAVIORAL CHARACTERISTICS

PHYSICAL	LANGUAGE	PERSONAL-SOCIAL	ADAPTIVE
• Visual and auditory confusion • Reversals common • Physically restless • Awkward fine motor • Variable pencil grasp • Tilts head to nondominant side • Hand "gets tired" from firm grip • Often stands up to do work • Tires quickly	• Equivocates—sometimes yes, sometimes no • Elaborates and differentiates in answer to questions • Verbal answers may not equal cognitive understanding; more words than ideas • Auditory reversals (answers first what was heard last)	• Oppositional, not sure whether to be good or naughty • Insecure with feelings • Testing authority, limits • Tentative • Complains • Temper tantrums: striking out • Wonderful at home, terrible at school or vice-versa	• Makes lots of mistakes, recognizes some • Shows initiative • Trial and error learning • Learns well from direct experience

THE FIVE AND ONE HALF YEAR OLD—CLASSROOM IMPLICATIONS

Many of the characteristics of five, of course, carry over to five and a half. However, at this "break-up" stage or stage of disequilibrium certain specific implications present themselves.

Vision and Fine Motor Ability	•Printing will tend to be less neat than at five and with more reversals. •Pencil "grips" sometimes help children with overfirm grasp at this age. •Reversals of letters and numbers are at their peak: reading and writing tasks can be extremely difficult and frustrating.
Gross Motor Ability	•Children begin to need more physical activity though they do not always respond with good attention in structured gym class. •Children tire quickly, sometimes necessitating shorter work periods than at five
Cognitive Growth	•Language still initiates action: children begin to explain in more detail. •Teachers need to provide many avenues for children to express what they know (i.e., blocks, paints, arts and crafts). •Teachers need to allow children time to try out their own ways of doing things even when they sometimes get the wrong answers. Teachers should be constantly validating children's initiative when evident.
Personal-Social Behavior	•Consistent rules and discipline are even more necessary than at five, and because children are testing limits more, *too* harsh discipline, especially for mistakes, can be devastating. •The use of frequent questioning and redirecting by the teacher works better now than at five.

The Six Year Old

"The eruption of the sixth-year molar marks a transition period which accentuates inherent differences in developmental patterns. To meet these differences the induction of the preschool child needs to be made more adaptive."

Arnold Gesell, 1940

Six year olds are in a "growth spurt." Physical, emotional and cognitive development is marked by rapid and dramatic change.

The body of the six year old is growing rapidly. Tooth eruption is continuous; take note of chewed pencils, papers and workbook edges in the first grade. Visual development is coming under control; there is now good ocular pursuit, allowing for easy introduction of beginning reading tasks. Rapid physical growth is mirrored in rapid physical activity. Children are constantly in a hurry, rushing to be finished. They love to do their assignments but are decidedly more interested in process than in the final product. School work, therefore, tends to be sloppy or erratic. There is great interest in being first, in doing the most work. There are often extremes. Children who cannot be first may gladly be last; dawdling can be a favorite pastime. Along with great bursts of energy go periods of fatigue. Illnesses are also frequent.

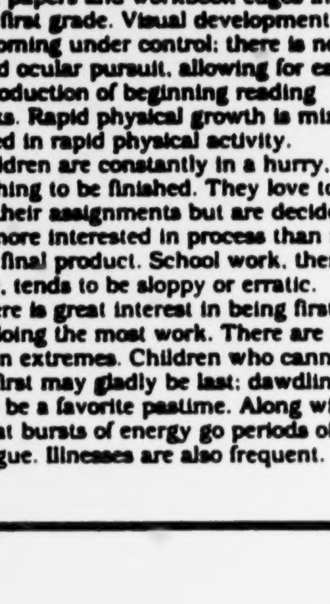
The importance of friends now equals the importance of parents and teachers in the child's social development. Talking, along with teething, is a physical and social pastime. Classrooms full of six year olds are busy, noisy places. Talking, humming, whistling, bustling are the order of the day.

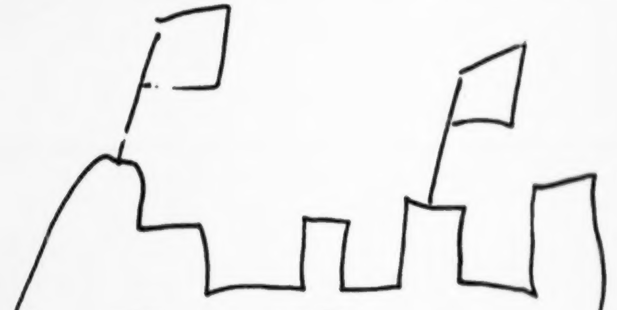
"Industrious" describes the overall behavior of the child at six. The child is now as interested in the completion of various work tasks as in the spontaneous enjoyment of play. Children delight in cooperative projects, activities and tasks. No job is too big, no mountain too high. However, eyes can be bigger than stomachs and sixes risk an overpowering sense of inadequacy and inferiority as they tackle new frontiers. The child is ordering and structuring the world in new ways. An ounce of praise for the six year old produces a radiant smile, hugs and excitement. An ounce of condemnation produces tears and withdrawal.

It is at six that most children begin a major transition in their intellectual growth. The child now begins to approach the world logically for the first time. Concepts begin to be organized in a symbolic manner through understandable systems and approaches. Prior to this time the child is unable to accommodate an adult view of reality and generally does not believe adult explanations of cause and effect. The beginning of reasoning is marked by the child's ability to identify differences, compensate for differences and reverse an idea through mental activity. Thus, two equal balls of clay will not appear as different quantities to six year olds when one has been rolled out into a snake-like shape before their eyes. Young children will not be able to compensate for the difference, nor reverse the process mentally. They may not even be truly able to identify the difference.

The difference between the five year old and six year old is striking and dramatic. The shift in cognitive development is accompanied by a shift in reasoning, an understanding of cause and effect in the natural world (e.g., what makes the clouds move) and a widening vision which allows them to see another's point of view and to consider rules and conduct more relativistically.

The eagerness, curiosity, imagination, drive, and enthusiasm of the six year old is perhaps never again matched in quantity or intensity during the life span. In many ways this is the learning moment, the turning point, the opportunity captured or lost, the door opened or closed, for it is here the child is truly ready for the world of learning.





THE SIX YEAR OLD—BEHAVIORAL CHARACTERISTICS

PHYSICAL

- Good ocular pursuit
- More aware of hand as tool
- Sloppy; in a hurry; speed is a benchmark of 6
- Noisy in classroom
- Falls backwards out of chairs
- Learning to distinguish left from right
- Oral activity; chews pencils, bites fingernails, chews hair (teething)
- Easily tires
- Frequent illnesses
- Enjoys out of doors; gym

LANGUAGE

- Likes to "work"
- Likes to explain things
- Quick to explain things
- Show & tell is useful
- Loves jokes & guessing games
- Boisterous & enthusiastic language
- Worrier; complainer
- Anticipates closure in speech of others

PERSONAL-SOCIAL

- Wants to be first
- Competitive; enthusiastic
- Anxious to do well
- Thrives on praise
- Any failure is hard
- Tremendous capacity for enjoyment
- Likes surprises, treats
- Wants to be good in school
- Tends to be "poor sport"
- Invents rules
- Can be bossy, teasing
- Critical of others
- Easily upset when hurt
- Sometimes dishonest
- Friends are important (may have a best friend)
- Transitions are difficult
- School replaces home as most significant environmental influence

ADAPTIVE

- Loves to ask questions
- Likes new games; ideas
- Loves to color; paint
- Learns best through discovery
- Enjoys process more than product
- Tries more than can accomplish (eyes bigger than stomach)
- Dramatic play elaborated
- Cooperative play elaborated
- Representative symbols more important
- Spatial relationships & functional relationships better understood
- Beginning understanding of *past* when tied closely to present
- Beginning interest in skill & technique for its own sake

THE SIX YEAR OLD—CLASSROOM IMPLICATIONS

Six is the stage of "sorting out," of great drive and eagerness. There are many important classroom considerations

Vision and Fine Motor Ability

- Children should do little copy work from the blackboard. While they will comply if asked, this is a difficult task at this age.
- Spacing and the ability to stay on the line are difficult and performed with great inconsistency.
- Tracking ability now makes reading instruction manageable.

Gross Motor Ability

- Teacher needs to allow for a busy level of noise and activity in the classroom.
- Teacher should expect high volume of products but low quality of completion. Children are proud of how much work they get done, but not too concerned with how it looks
- Teachers can sometimes encourage a slower pace to enhance quality.
- Teachers should pay attention to how much children delight in the doing, especially the doing for themselves, whether it be academics, clean-up or snack. Children are ready for experiments with individual and group responsibility.

Cognitive Growth

- Games of all sorts are popular and useful at this age. Language games, poems, riddles, and songs delight and illuminate the young mind. Teaching through games produces learning patterns that take root in a way that workbook learning usually does not.
- This is an age of artistic explosion. Clay, paints, coloring, book making, weaving, dancing, singing are often all tried out for the first time with seriousness at this age. Children need to be made to feel that their attempts are valued, that there is a right and wrong way to approach an art medium. Risk taking at this age enhances later artistic expression and competence.
- Children can begin to understand past events (history) when they are closely associated with the present. Teachers need to plan Social Studies content with an eye to the here and now. Field trips are immensely popular and productive when followed by representational activities such as experience stories and work in the blocks.

Personal-Social Behavior

- Extreme behavior needs to be understood but not excessively tolerated by the teacher. Tantrums, teasing, bossing, complaining, tattling are all ways sixes try out relationships with authority.
- Teachers need to be extremely sensitive of the power of their words with children at this age. An ounce of praise may be all a child needs to get over a difficult situation; severe criticism can truly injure.
- Teachers need to be aware to take the competitive edge off games as they employ them for learning. Sixes are highly competitive and can overdo the need to win and be first.

"HOW TO TEACH YOUNG CHILDREN"

How young children learn should determine how teachers of young children teach. The word teach tends to imply telling or giving information. But the correct way to teach young children is not to lecture or verbally instruct them. Teachers of young children are more like guides or facilitators (Forman & Kuschner, 1983; Lay-Dopyera & Dopyera, 1986: Piaget, 1972). They prepare the environment so that it provides stimulating, challenging materials and activities for children. Then teachers closely observe to see what children understand and pose additional challenges to push their thinking further. Teachers of young children are kidwatchers.

Examples of appropriate and inappropriate methods for Kindergarten children:

APPROPRIATE	INAPPROPRIATE
. Each child is viewed as a unique person with an individual pattern and timing of growth and development. The curriculum and adults' interaction are responsive to individual differences in ability and interests. Different levels of ability, development, and learning styles are expected, accepted, and used to design appropriate activities.	. Children are evaluated only against a predetermined measure, such as a standardized group norm or adult standard of behavior. All are expected to perform the same tasks and achieve the same narrowly defined, easily measured skills.
. Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.	. Teachers use highly structured, teacher-directed lessons almost exclusively.
. Children are expected to be physically and mentally active. Children choose from among activities the teacher has set up or the children spontaneously initiate.	. Children are expected to sit down, watch, be quiet, and listen, or do paper-and-pencil tasks for ininappropriately long periods of time. A major portion of time is spent passively sitting, listening, and waiting.

excerpts from YOUNG CHILDREN, September 1986

APPROPRIATE	INAPPROPRIATE
Children develop understanding of concepts about themselves, others, and the world around them through observation, interacting with people and real objects, and seeking solutions to concrete problems. Learnings about math, science, social studies, health, and other content areas are all integrated through meaningful activities such as those when children build with blocks; measure sand, water, or ingredients for cooking; observe changes in the environment; work with wood and tools; sort objects for a purpose; explore animals, plants, water, wheels and gears; sign and listen to music from various cultures; and draw, paint, and work with clay. Routines are followed that help children keep themselves healthy and safe.	Instruction stresses isolated skill development through memorization and rote, such as counting, circling an item on a worksheet, memorizing facts, watching demonstrations, drilling with flashcards, or looking at maps. Children's cognitve development is seen as fragmented in content areas such as math, science, or social studies, and times are set aside to concentrate on each area.
Children have daily opportunities to use large muscles, including running, jumping, and balancing. Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely and loudly.	Opportunity for large muscle activity is limited. Outdoor time is limited because it is viewed as interfering with instructional time or, if provided, is viewed as recess (a way to get children to use up excess energy), rather than an integral part of children's learning environment.
Children have daily opportunities for aesthetic expression and appreciation through art and music. Children experiment and enjoy various forms of music. A variety of art media are available for creative expression, such as easel and finger painting and clay.	Art and music are provided only when time permits. Art consists of coloring predrawn forms, copying an adult-made model of a product, or following other adult-prescribed directions.
Children's natural curiosity and desire to make sense of their world are used to motivate them to become involved in learning activities.	Children are required to participate in all activities to obtain the teacher's approval, to obtain extrinsic rewards like stickers or privileges, or to avoid punishment.

APPROPRIATE	INAPPROPRIATE
Teachers move among groups and individuals to facilitate children's involvement with materials and activities by asking questions, offering suggestions, or adding more complex materials or ideas to a situation.	Teachers dominate the environment by talking to the whole group most of the time and telling children what to do.
Teachers accept that there is often more than one right answer. Teachers recognize that children learn from self-directed problem solving and experimentation.	Children are expected to respond correctly with one right answer. Rote memorization and drill are emphasized.
Teachers facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity, and setting clear limits. Teachers' expectations match and respect children's developing capabilities.	Teachers spend a great deal of time enforcing rules, punishing unacceptable behavior, demeaning children who misbehave, making children sit and be quiet, or refereeing disagreements.
Children are provided many opportunities to see how reading and writing are useful before they are instructed in letter names, sounds, and word identification. Basic skills develop when they are meaningful to children. An abundance of these types of activities is provided to develop language and literacy through meaningful experience: listening to and reading stories and poems; taking field trips; dictating stories; seeing classroom charts and other print in use; participating in dramatic play and other experiences requiring communication; talking informally with other children and adults; and experimenting and writing by drawing, copying, and inventing their own spelling.	Reading and writing instruction stresses isolated skill development such as recognizing single letters, reciting the alphabet, singing the alphabet song, coloring within predefined lines, or being instructed in correct formation of letters on a printed line.

USING TEACHER OBSERVATION TO DIAGNOSE INDIVIDUAL READING STYLES

Observation	Reading Style Diagnosis	Suggested Teaching Strategy
The student:	*The student:*	*The teacher should:*
•looks up from work at the slightest noise, places hands over ears, tries to quiet others	•prefers quiet	•provide a quiet work place such as a study carrel or isolated carpeted area
•squirms, fidgets, squints near a window on a sunny day	•prefers dim light	•suggest the child work in a darker section of the room
•wears many sweaters	•prefers a warm environment	•encourage youngster to work in a warm section of the room
•is restless and moving in his/her seat	•prefers informal design	•allow the student to sit on a pillow, carpeting, and/or to move around a bit
•continually asks for teacher approval	•is adult-motivated	•praise the child's work often; tell the child you will check his/her work at specific time intervals
•gives up easily	•not self-motivated	•provide tutors, volunteers, high interest material on the child's level
•cannot complete lengthy assignments	•not persistent or responsible	•give short assignments and check them frequently; try a sequence
•becomes confused by choices	•requires structure	•try clear, simple directions and a structured reading approach, such as a basal reader
•enjoys choices, demonstrates creativity	•does not require structure	•provide choices; try an individualized and/or language-experience method with many options

OBSERVING INDIVIDUAL READING STYLES (CONTINUED)

Observation	Reading Style Diagnosis	Suggested Teaching Strategy
The student:	*The student:*	*The teacher should:*
• shies away from others; performs best when working alone	• prefers working alone	• provide independent activities such as a programmed learning sequence, multisensory instructional package, tape recorded materials, and/or use an individualized method; gradually encourage the child to work with one or two friends until confidence is gained
• confuses words that look alike ("spot" and "stop"); reverses words ("saw" and "was") and letters ("b" and "d")	• has visual weaknesses	• try a reading strategy emphasizing a phonics approach, if the child is strong auditorially; teach through the tactual-kinesthetic-auditory senses
• confuses similar sounds ("pot" and "pit," or "leaf" and "leave"); has difficulty recalling verbal directions and/or stories told	• has auditory weaknesses	• try a whole-word reading method such as language-experience, learned primarily through the visual-tactual-kinesthetic senses
• enjoys learning by touching; remembers words after tracing over them and "feeling" them	• prefers tactual stimuli	• use clay, sandpaper, etc. to form words; try games, model building, projects, and the Fernald or Orton-Gillingham methods
• continually asks if it is lunchtime or time for a snack	• prefers intake while learning	• permit healthy snacks during work periods
• has difficulty concentrating in early morning but becomes animated in late afternoon	• does not prefer early morning but prefers late afternoon for learning	• schedule reading in the afternoon if possible
• cannot sit still for long periods; becomes restless; sometimes misbehaves	• requires mobility while learning	• allow youngster to get a drink, etc. and return to work; provide many manipulatives such as games

READING STYLES CHECKLIST FOR IDENTIFYING PERCEPTUAL STRENGTHS

IDENTIFYING AUDITORY STRENGTHS

12-14 = Excellent
9-11 = Good
5-8 = Moderate
0-4 = Poor to Fair

The student can:

____ 1. follow a short verbal direction
____ 2. repeat simple sentences of eight to twelve words
____ 3. remember a phone number after hearing it a few times
____ 4. recall simple math facts or a few lines of poetry after hearing them several times
____ 5. understand long sentences
____ 6. remember and sequence events discussed
____ 7. use appropriate vocabulary and sentence structure
____ 8. pay attention to a story or lecture for fifteen to thirty minutes
____ 9. concentrate on an auditory task even when an auditory distraction is presented
____10. identify and recall the sounds of individual letters
____11. discriminate between/among words that sound alike (eg., "leaf" and "leave" or "cot" and "cat")
____12. discriminate between/among letters that sound alike (eg., "sh" and "ch" or "a" and "o")
____13. blend letters quickly to form words
____14. sound out words and still retain the storyline

IDENTIFYING VISUAL STRENGTHS

11-13 = Excellent
8-10 = Good
5-7 = Moderate
0-4 = Poor to Fair

The student can:

____ 1. follow a simple direction that is written and/or drawn
____ 2. place four to six pictures in proper story sequence
____ 3. recall a phone number after seeing it a few times
____ 4. concentrate on a visual activity for fifteen to thirty minutes
____ 5. concentrate on a visual task when a visual distraction is presented
____ 6. work on a visual task without looking away or rubbing his/her eyes
____ 7. recall words after seeing them a few times
____ 8. remember and understand words accompanied by a pictorial representation
____ 9. read words without confusing the order of the letters (eg., reading "spot" for "stop")
____10. discriminate between/among letters that look alike (eg., "m" and "n" or "c," "e," and "o")
____11. discriminate between/among words that look alike (eg., "fill" and "full" or "that" and "what")
____12. discriminate between/among letters and/or words that are mirror images (eg., "b" and "d" or "saw" and "was")
____13. spell words easily that do not have a direct sound-symbol correspondence and must be recalled visually (eg., "straight," "glue," "knuckle")
____14. read small print and understand drawings with intersecting lines, such as graphs, maps or musical notes on a staff

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IDENTIFYING TACTUAL STRENGTHS

11-13 = Excellent
8-10 = Good
5-7 = Moderate
0-4 = Poor to Fair

The student can:

____ 1. draw and color pictures
____ 2. perform crafts such as sewing, weaving, and/or making models
____ 3. remember a phone number after dialing it a few times
____ 4. concentrate on a tactual task for fifteen to thirty minutes
____ 5. hold a pen or pencil correctly
____ 6. write legible letters of the alphabet appropriate in size for his/her age
____ 7. write with correct spacing
____ 8. recall words after tracing over clay or sandpaper letters that form the words
____ 9. remember words after writing them a few times
____10. recall words after playing a game containing those words, such as bingo or dominoes
____11. recall the names of objects after touching them a few times
____12. write words correctly after tracing over them with his/her finger
____13. recall words after typing them a few times

IDENTIFYING KINESTHETIC STRENGTHS

10-12 = Excellent
7-9 = Good
4-6 = Moderate
0-3 = Poor to Fair

The student can:

____ 1. run, walk, catch a ball, and so on, in a rhythmical, smooth fashion
____ 2. concentrate for fifteen to thirty minutes during kinesthetic activities that require whole-body movement
____ 3. recall dances, games, sports, and/or directions after performing them a few times
____ 4. move his/her body easily and freely when acting in a play
____ 5. remember words seen on posters and signs when on a trip
____ 6. memorize a script more easily when actually performing in a play
____ 7. understand concepts after "experiencing" them in some way (eg., going on a trip, acting in a play, caring for pets, performing experiments, and so on)
____ 8. remember words after "experiencing" them (eg., looking at the word "apple" while eating an apple or pretending to be an elephant while learning the word "elephant")
____ 9. recall words used in a floor game after playing the game a few times
____10. remember facts, poetry, lines in a play more easily when he/she is walking and/or running, rather than standing still
____11. recall a letter of the alphabet after forming it with his/her entire body
____12. remember the "feeling" of a story better than the details

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GLOBAL/ANALYTIC READING STYLES CHECKLIST*

SCORING:

Strongly Analytic:	14-18	Strongly Global:	14-18
Moderately Analytic:	9-13	Moderately Global:	9-13
Fairly Analytic:	4-8	Fairly Global:	4-8
Slightly Analytic:	0-3	Slightly Global:	0-3

ANALYTIC STUDENTS OFTEN:

____ 1. process information sequentially and logically

____ 2. solve problems systematically

____ 3. concentrate and learn when information is presented in small, logical steps

____ 4. enjoy doing puzzles (eg., crossword, jigsaw)

____ 5. like to follow step-by-step directions

____ 6. can understand a rule without examples

____ 7. enjoy learning facts such as dates and names

____ 8. enjoy learning rules and using them

____ 9. enjoy learning phonics

____10. understand and apply phonic rules

____11. recall letter names and sounds easily

____12. can decode words out of context

____13. recall low-interest words (eg., "what," "fan") almost as easily as high-interest words (eg., "elephant," "monster")

____14. are critical and analytic when reading

____15. can identify the details in a story

____16. recall many facts after listening to and/or reading a story

____17. easily list story events in logical, sequential order

____18. like to do reading skill exercises

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GLOBAL STUDENTS OFTEN:

____ 1. concentrate and learn when information is presented as a gestalt or whole

____ 2. respond to emotional appeals

____ 3. tend to like fantasy and humor

____ 4. get "wrapped up" in a story and do not concentrate on the facts

____ 5. process information subjectively and in patterns

____ 6. need to know the essence of a story before reading/hearing it

____ 7. need examples of a rule to understand the rule itself

____ 8. understand "concrete" examples better than those that are "abstract"

____ 9. easily can identify the main ideas in a story

____10. are unconcerned about dates, names or specifics

____11. recall information easily when it is presented in the form of an anecdote

____12. will concentrate and pay attention better if the goal of the lesson is clearly stated at the beginning

____13. need to learn with high-interest, meaningful materials

____14. do not enjoy doing isolated skill exercises

____15. are able to learn a reading skill if the lesson is DRAWN from a story already read

____16. understand better if a story is enhanced by visuals (drawings, cartoons, photographs)

____17. recall high-interest words ("elephant," "circus," "dinosaur") much more easily than low-interest words (eg., "met," "bet")

____18. use story context to figure out unknown words

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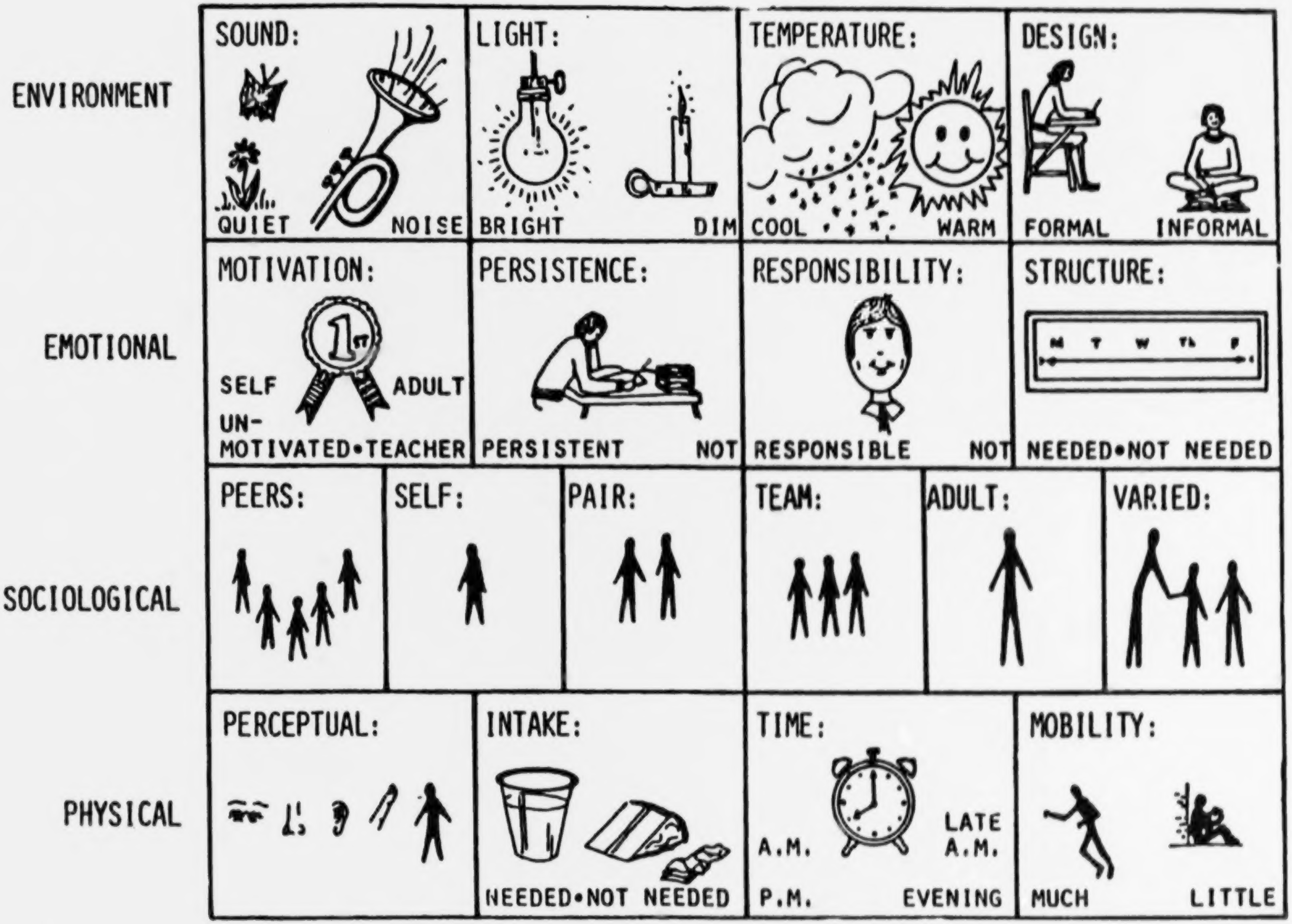
DIAGNOSING LEARNING STYLE


ENVIRONMENT
SOUND:
QUIET
NOISE
LIGHT:
BRIGHT
DIM
TEMPERATURE:
COOL
WARM
DESIGN:
FORMAL
INFORMAL
EMOTIONAL
MOTIVATION:
1ST
SELF
ADULT
UN-
MOTIVATED•TEACHER
PERSISTENCE:
PERSISTENT
NOT
RESPONSIBILITY:
RESPONSIBLE
NOT
STRUCTURE:
M T W Th F
NEEDED•NOT NEEDED
SOCIOLOGICAL
PEERS:
SELF:
PAIR:
TEAM:
ADULT:
VARIED:
PHYSICAL
PERCEPTUAL:
INTAKE:
NEEDED•NOT NEEDED
TIME:
A.M.
LATE
A.M.
P.M.
EVENING
MOBILITY:
MUCH
LITTLE

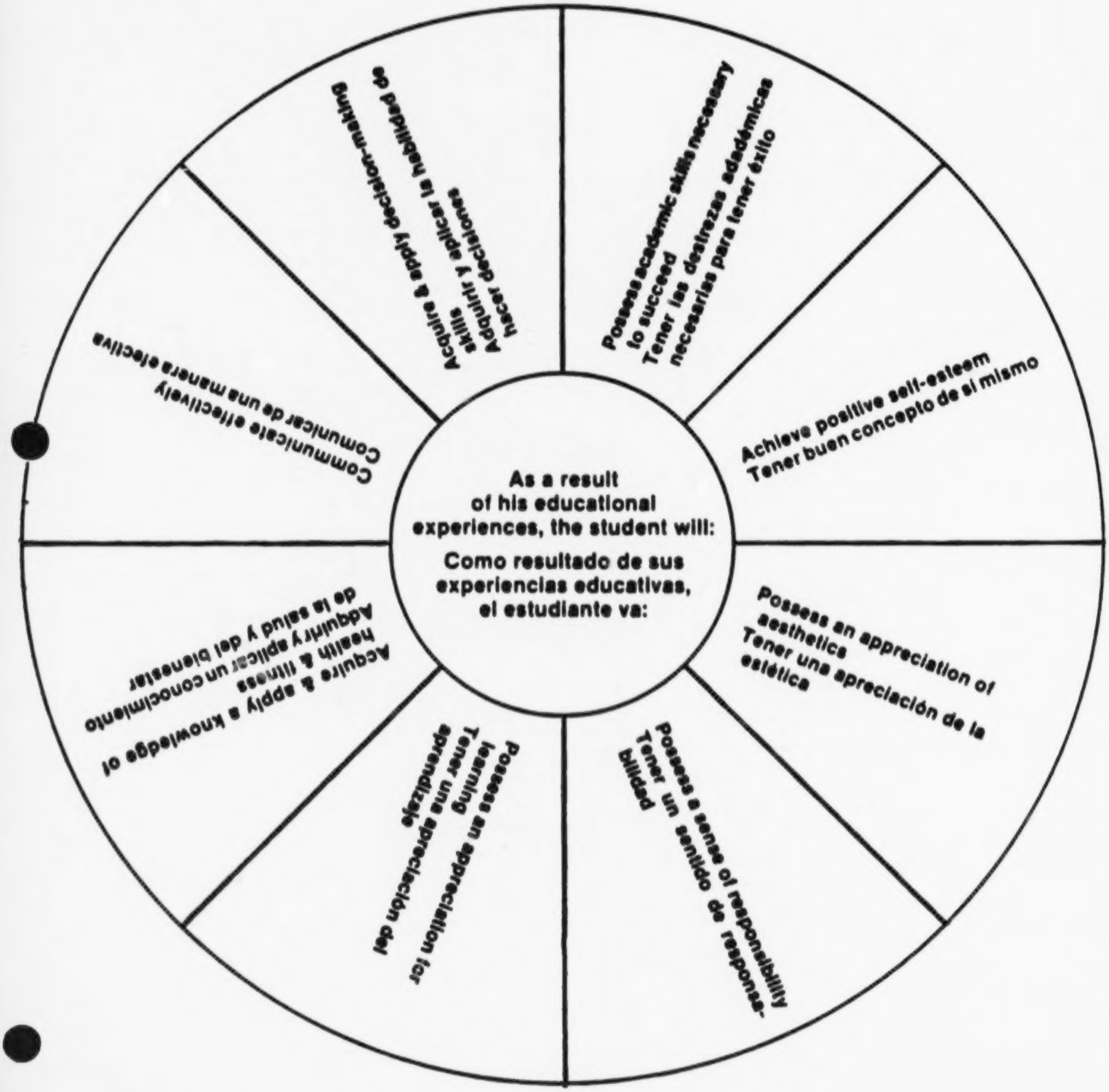
KINDERGARTEN STUDENT OUTCOMES AND ESSENTIAL SKILLS

Adranne

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12

EXIT OUTCOMES

LOS RESULTADOS DE LA EDUCACION



As a result of his educational experiences, the student will:

Como resultado de sus experiencias educativas, el estudiante va:

Acquire & apply decision-making skills
Adquirir y aplicar la habilidad de hacer decisiones

Possess academic skills necessary to succeed
Tener las destrezas académicas necesarias para tener éxito

Achieve positive self-esteem
Tener buen concepto de si mismo

Possess an appreciation of aesthetics
Tener una apreciación de la estética

Possess a sense of responsibility
Tener un sentido de responsabilidad

Possess an appreciation for learning
Tener una apreciación del aprendizaje

Acquire & apply a knowledge of health & fitness
Adquirir y aplicar un conocimiento de la salud y del bienestar

Communicate effectively
Comunicar de una manera efectiva

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12

ADMINISTRATIVE OFFICES • 2238 EAST GINTER ROAD
P. O. BOX 11280 • TUCSON, ARIZONA 85734
TELEPHONE 602-294-1411

February 9, 1988

EXIT OUTCOMES

As a result of his educational experiences, the student will:

Possess academic skills necessary to succeed

Regardless of whether a student intends to continue his education or enter the job market, he will attain the highest possible level of academic achievement.

Communicate effectively

Communicating, both individually and in groups, is vital. This includes written and oral, verbal and non-verbal, communication.

Acquire and apply decision-making skills

Critical thinking, problem solving, and the ability to adapt are all components of effective decision-making, which will enable the student to adjust to changing situations.

Achieve positive self-esteem

A positive self-image promotes self-confidence and empowers students to take risks as well as to cope with life's challenges.

Possess an appreciation of aesthetics

Exposure to beauty, revealed through literature, music, history, and art, is essential to the development of a sensitive and well-rounded individual.

Possess a sense of responsibility

A sense of responsibility operates on many levels. First, the student must assume responsibility for his own learning, actions, and decisions. Second, he must recognize a sense of responsibility to others, including family and community. Third, his responsibility should extend to a recognition of heritage and cultural diversity. Through the development of these responsibilities, the student will formulate his own code of ethics.

Acquire and apply a knowledge of health and fitness

In order to achieve physical, mental, and emotional well-being, the student must use his knowledge of health, nutrition, and recreation. In addition, safety, drug, and sex education will prepare the student to protect his health.

Possess an appreciation for learning

Through his enthusiasm for learning, the student will develop an appreciation and life-long desire for the acquisition of knowledge.

SUNNYSIDE EXIT OUTCOMES		KINDERGARTEN PROGRAM OUTCOMES
Possess an appreciation for learning		Develop positive interpersonal relationships
Possess academic skills necessary to succeed	↔	Master academic skills that are developmentally appropriate
Communicate effectively	↔	Acquire a strong oral language base in order to communicate effectively
Acquire and apply decision-making skills	↔	Develop problem-solving abilities and higher-level thinking skills
Achieve positive self-esteem	↔	Develop a positive self-esteem
Possess an appreciation of aesthetics	↔	Freely express and appreciate creativity
Possess a sense of responsibility	↔	Demonstrate self-direction and responsibility
Acquire and apply a knowledge of health and fitness	↔	Develop sensorimotor skills that are developmentally appropriate

KINDERGARTEN PROGRAM OUTCOMES

COGNITIVE

The student will:

- Acquire a strong oral language base in order to communicate effectively.
- Master academic skills that are developmentally appropriate.
- Develop problem-solving abilities and higher-level thinking skills.

AFFECTIVE

The student will:

- Develop positive interpersonal relationships.
- Develop a positive self-esteem.
- Demonstrate self-direction and responsibility.
- Freely express and appreciate creativity.

SENSORIMOTOR

The student will:

- Develop sensorimotor skills that are developmentally appropriate.

KINDERGARTEN COGNITIVE OUTCOME

Student will acquire a strong oral language base in order to communicate effectively.

Skills:

- Listen, understand, and respond to a variety of materials

    (rhyming, patterned language.....)

- Understand and use basic concepts

    (names of shapes, colors...; locational, spatial, and descriptive vocabulary...)

- Speak in a variety of settings

    Structured settings

        (retell stories; discuss word meanings; describe pictures; relate personal experiences...)

    Unstructured settings

        (converse with peers and adults)

KINDERGARTEN COGNITIVE OUTCOME

Student will master academic skills that are developmentally appropriate.

READING SKILLS:

- Use letter-sounds and names in meaningful ways.
- Recreate events in proper sequence
- Make predictions based on prior knowledge
- Recognize and use basic sight words in the environment
- Develop schemata for categorizing and classifying
- Participate in group-reading experiences (Big Books; song charts...)
- Expand vocabulary related to content areas

WRITING SKILLS:

- Express own ideas through story-writing

KINDERGARTEN COGNITIVE OUTCOME

MATH SKILLS:

- Apply estimating and measurement skills in meaningful ways
- Use manipulatives to demonstrate
    - counting to 20
    - one-to-one correspondence
    - matching equivalent sets
    - matching set with numeral
    - beginning addition and subtraction concepts
- Name numerals to 10
- Arrange numerals in order from 0 - 10
- Identify, name, and manipulate geometric shapes
- Identify, reproduce, continue, and create patterns

SOCIAL STUDIES/ SCIENCE SKILLS:

- Develop global awareness progressing from sense of self through universe

  (self - family - school - community - country - world ...)

  map skills; holidays; transportation
- Distinguish living from non-living
- Observe and describe life changes

  weather; seasons; plants; animals

KINDERGARTEN COGNITIVE OUTCOME

Student will develop problem-solving abilities and higher-level thinking skills.

Skills:

* Use strategies to solve problems in a variety of situations (cognitive focus)

    questioning
    referencing
    predicting
    analyzing
    evaluating
    compare and contrast
    deducting
    divergent responses
    synthesizing

* Plan, design, and organize materials in the school environment

    patterning
    big blocks
    clay

KINDERGARTEN AFFECTIVE OUTCOME

Student will demonstrate self-direction and responsibility.

Skills:

* Work independently
* Use time wisely
* Assume responsibility for materials and work space
* Accept responsibility for own actions
* Follow directions
* Obey rules
* Choose among alternatives
* Demonstrate pride in school and classroom by helping keep it beautiful

KINDERGARTEN AFFECTIVE OUTCOME

Student will develop positive interpersonal relationships.

Skills:

- Establish friendships
- Work effectively in a group
- Demonstrate acceptance and appreciation of individual differences
- Use strategies to solve problems in a variety of social situations
    - Cooperative decision-making
    - Compromise
    - Discussion
    - Sharing

KINDERGARTEN AFFECTIVE OUTCOME

Student will develop a positive self-esteem.

Skills:

- Feel at ease about asking for help
- Recognize own strengths
- Be willing to take risks
- Discuss own positive or negative behavior
- Adjust to new situations and environments

KINDERGARTEN AFFECTIVE OUTCOME

Student will freely express and appreciate creativity.

Skills:

* Enjoy participating in the arts
    crafts; literature; dance; music; art; drama

* Compose and create with various media
    paint; clay; craft materials; musical instruments;
    block building

* Create using own ideas
    role-playing; storytelling; pantomiming; puppetry;
    storywriting

* Develop an aesthetic appreciation
    nature; the arts; surroundings

KINDERGARTEN SENSORIMOTOR OUTCOME

Student will develop sensorimotor skills that are developmentally appropriate.

Skills:

* Participate in whole body activities.
    run, jump, and hop
    cooking, block building, sand/water table

* Fine muscle development
    cut, trace, and copy

LANGUAGE ARTS ESSENTIAL SKILLS: SCOPE AND SEQUENCE CHART

I = Introduced or developed as needed
E = Evaluated
R = Reinforced

READING	K	1	2	3	4	5	6	7	8	9	10	11	12
WORD ATTACK													
Determines beginning consonants	E	E	R	R									
Determines ending consonants		E	R	R									
Uses long vowels	E	E	R	R									
Uses short vowels		E	R	R									
Uses vowel variants		I	E	R									
BUILDING BACKGROUND													
Is read to daily	I	I	I	I	I	I	R	R	R				
Participates in prereading activities prior to reading States prior knowledge Extends knowledge about topic Predicts content States purpose for reading Plans strategy for reading	I	I	I	I	I	I	R	R	R	I	I	I	I
COMPREHENDING													
Uses strategies to understand familiar/unfamiliar words		I	I	I	I	I	R	E	E	R	R	R	R
Summarizes, clarifies, questions and predicts while reading		I	I	I	I	I	R	R	R	I	I	I	I
Monitors own comprehension and self-corrects when necessary		I	I	I	I	I	R	E	E	I	I	I	I
Sequences items/events	E	E	E	E	E	E	E	R	R	R	R	R	R
Notes details	I	E	E	E	R	R	R	E	R	R	R	R	R
Classifies	E	E	E	E	E	E							
Selects best title/main idea		E	E	E	E	E	E	R	R	R	R	R	R
Follows written directions		E	E	E	E	E	E	R	R	R	R	R	R
Draws conclusions/Predicts Outcomes/Generalizes	E	E	E	E	E	E	R	E	R	I	I	I	I
Determines fact/opinion				I	I	I	E	R	R	R	R	R	R
Uses context clues			E	E	E	E	E	R	R	R	R	R	R
Identifies cause and effect			E	E	E	E	E	R	R	R	R	R	R
Determines character traits, feelings, motives			E	E	E	E	R	E	R	I	I	I	I
Determines author's purpose, assumptions, biases								I	E	I	I	I	E

6/15/88

LANGUAGE ARTS ESSENTIAL SKILLS: SCOPE AND SEQUENCE CHART

READING (Page 2)	K	1	2	3	4	5	6	7	8	9	10	11	12
COMPREHENDING													
Identifies euphemisms and connotations													E
Identifies stereotypes										I	I	I	I
Identifies propaganda techniques												E	R
Identifies emotional tone											E	R	R
Identifies irony, exaggeration, satire												E	R
Identifies method of paragraph organization									E	R	R	R	R
Identifies figurative language				I	I	I	R	E	E	I	I	I	I
PRODUCTS/OUTCOMES													
Comprehends personal experience narrative		I	E	E	E	E	R	R	R	E			
Comprehends story/fiction		I	E	E	E	E	R	E	R	E	E	E	E
Comprehends informative report				E	E	E	R	E	R		E		
Comprehends form of communication			E	E	E	E	R	R	R				E
Comprehends poem			E	E	E	E	R	E	E		E		
Comprehends summary					I	I	R	E	E	E			
Comprehends expository essay							I	E	E		E		
Comprehends persuasive essay												E	
Comprehends review, evaluation, critique													E
VOCABULARY DEVELOPMENT													
Reads sight words	I	E	E	R	R	R							
Determines meaning of words Basal vocabulary Antonyms, synonyms, homonyms Compound, prefixes, suffixes...		E	E	E	E	E	E	E	E	R	R	R	R
INDEPENDENT READING													
Reads silently daily for pleasure and/or information		E	E	E	E	E	R	R	R	R	R	R	R
Orally reads fluently and with expression		E	E	E	E	E	R	R	R	R	R	R	R
Reads content area material effectively			E	E	E	E	R	R	R	R	R	R	R

LANGUAGE ARTS ESSENTIAL SKILLS: SCOPE AND SEQUENCE CHART

LISTENING	K	1	2	3	4	5	6	7	8	9	10	11	12
BUILDING BACKGROUND													
Prepares for listening	I	I	I	I	I	I	E	E	E	I	I	I	I
States/extends prior knowledge													
Predicts intent and content													
States purpose for listening													
Plans listening strategies													
Extends knowledge of basic concepts	E	R	R	R	R	R							
COMPREHENDING													
Uses strategies to listen	I	I	I	I	I	I	E	E	E	I	I	I	I
Recalls information accurately	I	I	E	E	E	E	E	E	E	R	R	R	R
Understands main idea from oral presentation		I	I	E	E	E	R	R	R	R	R	R	R
Understands meaning of words from context in oral presentation		I	I	I	I	I	R	R	R	R	R	R	R
Draws conclusions from information given in an oral presentation	I	I	I	I	I	I	R	R	R	R	R	R	R
Listens in order to distinguish essential from non-essential information					I	I	R	R	R	R	R	R	R
PRODUCTS/OUTCOMES													
Comprehends a variety of materials	E	E	E	E	E	E	E	E	E	I	I	I	I
Comprehends verbal directions	I	I	I	I	I	I	R	R	R				
Comprehends event or incident	E	E	E	E									
Comprehends story/fiction	E	E	E	E	E	E	E	E	R				
Comprehends ideas in discussion	I	I	I	I	E	E	E	E	E	I	I	I	I
Comprehends ideas in interview					I	I	E	R	E				E
Comprehends ideas in oral report or lecture					I	I	E	E	E	I	I	I	I
Comprehends ideas in informal talk (impromptu speech)											E		
Comprehends ideas in persuasive speech												E	
VOCABULARY DEVELOPMENT													
Recognizes meanings of words	I	I	I	I	I	I	R	R	R	R	R	R	R
Recognizes meaning of figurative language			I	I	I	I	R	R	R	I	I	I	I

LANGUAGE ARTS ESSENTIAL SKILLS: SCOPE AND SEQUENCE CHART

SPEAKING	K	1	2	3	4	5	6	7	8	9	10	11	12
PREPARING													
Prepares for speaking	I	I	I	I	I	I	R	E	R	I	I	I	I
Plans delivery for presentation													
Practices and revises in order to respond to audience													
PRODUCTS/OUTCOMES													
Speaks extemporaneously	E	E	E	E									
Participates in discussion	I	I	I	I	E	E	E	E	E	I	I	I	I
Describes an object, picture, or event	I	I	E	E	E	E							
Tells a personal experience	I	I	E	E	E	E	E	R	R				
Reports events or incidents	I	I	E	E	E	E	R	R					
Gives oral directions	I	I	E	E	E	E	R	R	R				
Tells a story	I	I	E	E	E	E	E	R	R				
Paraphrases variety of messages	I	I	E	E	E	E	R	R	R				
Participates in role-playing to demonstrate various speaking situations	I	I	I	I	I	I							
Makes an oral report					E	E	R	E	R	I	I	I	I
Participates in an interview					E	E	R	R	E				E
Makes an impromptu speech											E		
Delivers a formal speech												E	
VOCABULARY DEVELOPMENT													
Uses words appropriately	I	I	I	I	I	I	R	R	R	R	R	R	R
Uses figurative language appropriately				I	I	I	R	R	R	I	I	I	I

LANGUAGE ARTS ESSENTIAL SKILLS: SCOPE AND SEQUENCE CHART

WRITING	K	1	2	3	4	5	6	7	8	9	10	11	12
PREPARING													
Participates in some aspect of the writing process daily	E	E	E	E	E	E	E	E	E	I	I	I	I
Prepares for writing Participates in prewriting activities	I	I	I	I	I	I	R	R	R	I	I	I	I
WRITING													
Writes to produce a first draft		E	E	E	E	E	E	E	E	I	I	I	I
REVISING, EDITING													
Revises for ideas	I	I	E	E	E	E	R	R	R	I	I	I	I
Revises for sentence structure		I	E	E	E	E	R	R	R	I	I	I	I
Revises for word choice				E	E	E	R	R	R	I	I	I	I
Revises for paragraph structure				E	E	E	R	R	R	I	I	I	I
Edits for usage		I	E	E	E	E	R	R	R	I	I	I	I
Edits for spelling		I	E	E	E	E	R	R	R	I	I	I	I
Edits for punctuation		I	E	E	E	E	R	R	R	I	I	I	I
Edits for capitalization		I	E	E	E	E	R	R	R	I	I	I	I
Proofreads final draft	I	I	E	E	E	E	R	R	R	I	I	I	I
PUBLISHING													
Shares or publishes final draft	E	E	E	E	E	E	E	E	E	I	I	I	I
PRODUCTS/OUTCOMES													
Writes personal experience narrative	I	I	E	E	E	E	E			E			
Writes a story	I	I	E	E	E	E	E	E	R			E	
Writes a report based on personal observation			I	E	R	R							
Writes a report based on research					I	E	E	E	E		E		
Writes a communication		I	E	E	E	E	E	E	E				E
Writes a summary						I	E	E	E	E			
Writes a poem			I	E	E	E	E	E	E		E		
Writes a specialized expository paragraph/essay							E	E	E		E		
Writes a persuasive paper												E	
Writes an evaluation/critique													E

LANGUAGE ARTS ESSENTIAL SKILLS: SCOPE AND SEQUENCE CHART

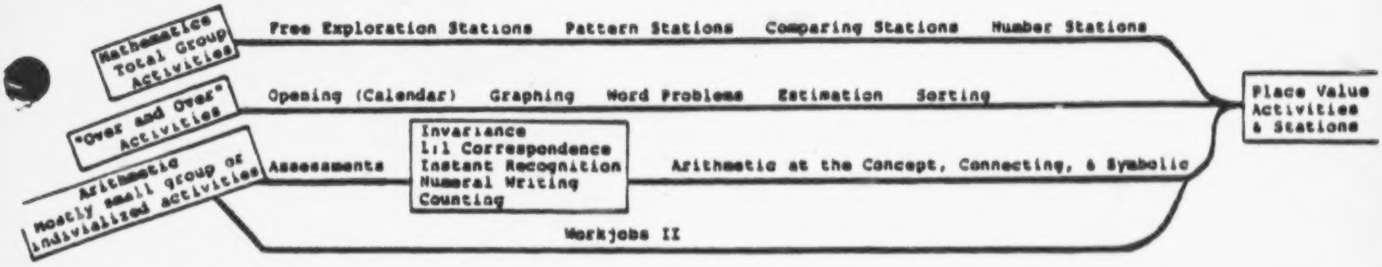
WRITING (Page 2)	K	1	2	3	4	5	6	7	8	9	10	11	12
VOCABULARY DEVELOPMENT													
Uses words appropriately	I	I	I	E	E	E	R	R	R	R	R	R	R
Uses figurative language					I	I	R	R	R	I	I	I	I

LANGUAGE ARTS ESSENTIAL SKILLS: SCOPE AND SEQUENCE CHART

STUDY SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Prepares for learning	I	I	I	I	I	I	R	R	R				
Alphabetizes words		I	E	E	E	E							
Uses glossary to determine word meanings			I	E	I	I	R	E	R	R	R	R	R
Uses dictionary to determine word meanings		I	I	E	E	E	R	E	R	E	R	R	R
Uses dictionary to determine correct spelling		I	I	I	I	E	R	R	R	R	R	R	R
Uses thesaurus to determine synonyms/antonyms				I	I	I	R	E	R	E	R	R	R
Uses guide words to locate information				I	I	E	E	R	R	E	R	R	R
Uses table of contents			E	E	E	E	E	R	R	R	R	R	R
Uses index					E	E	E	R	R	R	R	R	R
Uses encyclopedia					E	E	E	R	R				
Uses appropriate reference materials to locate information					I	E	R	R	E	I	I	I	I
Uses library to locate information					I	I	R	R	R	I	I	I	I
Researches an idea/topic effectively					I	E	E	E	E	I	I	I	I
Takes notes from lecture or written material					I	E	E	E	E	I	I	I	I
Develops organizational outline from notes or original ideas							E	E	E	I	I	I	I
Uses a handbook to determine correct punctuation, capitalization, and usage										I	I	I	I

LANGUAGE ARTS ESSENTIAL SKILLS: SCOPE AND SEQUENCE CHART

LANGUAGE CONCEPTS	K	1	2	3	4	5	6	7	8	9	10	11	12
VARIETY OF EXPRESSION													
Demonstrates how language changes according to audience, purpose, and situation		I	I	I	I	I	R	R	R	I	I	I	I
Gives examples of regional dialectical differences													E
HISTORY OF LANGUAGE													
Describes some theories of language origin and development													E
Describes the family relations of language													E
Gives examples of words added to language as proof of language change													E
Traces a word's history in a dictionary or other source													E
LINGUISTICS AND GRAMMAR													
Identifies the parts of speech in sentences				I	E	E	E	E	E	E	R	R	R
Identifies the functions of words within sentences			I	I	I	I	E	E	E	E	R	R	R
Identifies phrases and clauses						I	E	E	E	E	R	R	R


Mathematics Total Group Activities
Free Exploration Stations
Pattern Stations
Comparing Stations
Number Stations
"Over and Over" Activities
Opening (Calendar)
Graphing
Word Problems
Estimation
Sorting
Arithmetic Mostly small group or individualized activities
Assessments
Invariance
1:1 Correspondence
Instant Recognition
Numeral Writing
Counting
Arithmetic at the Concept, Connecting, & Symbolic
Workjobs II
Place Value Activities & Stations

Suggested Sequence of Activities

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Free Exploration →		← Pattern →			← Comparing →	Free Exp. II		← Number →	
Free Expl. 4 wks.	Pattern 4-6 wks.	Comparing 2-3 wks.	← Number →			← Place Value →			← Place Value Stations →
Free Expl 3 wks.	Pattern 3-4 wks.	Number 4-6 wks.	← Place Value →			← Place Value Stations →		Comparing	Pattern II Experiments

"Over and "Over Activities to do all year long:

- Estimating: weight, length, time, volume, quantity
- Counting forwards and backwards pp. 108-110
- Sorting/Classifying: People Sorting, Junk Box Sorting, Sorting Walks
- Graphing: Real, Picture, Symbolic
- Group pattern activities
- Tallying - VI, p. 4
- Counting on - V, p. 17
- Word Problems - VII, pp. 10-14

* * *

CONCEPT LEVEL

Objects are used.
No symbols are used.

CONNECTING LEVEL

Objects are used.
Child connects the symbols (numerals and signs) to the objects.
The teachers writes the symbol.

SYMBOLIC LEVEL

Objects are used.
Child writes the symbol (numerals, signs, and equations).

ABSTRACT LEVEL

No objects are used.
Only symbols are used (i.e., workbooks).

MATHEMATICS UNLIMITED

CORRELATION

The following lists page numbers for activities in Mathematics Their Way that are appropriate for use with MATHEMATICS UNLIMITED lessons. Please note that a few activities will require minor modifications in order to match the level of the lesson to which they are correlated.

Kindergarten

MATHEMATICS UNLIMITED		MATHEMATICS THEIR WAY
Page(s)	Lesson	Page(s)
4A	"Sort Objects"	70
5A	"Describe Objects"	76
9	Same Shape	59, 72
11A	"Patterns"	12
11	Patterns	26
13	Enrichment	41
21A	"Classify Objects"	64
21	Same Color	83
23-24	Same	72
25-26	Different	74
31-32	Less	125
41A	"Form Numbers"	47
41-42	Writing 1 and 2	50, 51
45-46	Four	93, 169
46A	"Three and Four"	95
47A	"Form Numbers"	47
47-48	Writing 3 and 4	50, 51
49-50	Five	94, 101, 170
53-54	Writing 5 and 0	50, 51
55	Order to 5	108
56	Order 0 to 5	49
59	Reading a Picture Graph	151
61	Enrichment	111
64	Numbers 0 to 5	196

VOCABULARY - MATH

Data Analysist Probability

more/less
estimate
predict
same as/equal
least/fewer
guess
compare
classify
graph
tubbings
tally
measure
first
last

Geometry

circle
square
triangle
rectangle
line
point
top/bottom
near/far
high/low
shape
Geoboard

Measurement

long
short
heavy/light
short/tall
thick/thin
big/little
weigh

Number System

sets (groups)
counting
empty set
numerals

Patterns/Functions/Reasoning

some/different
alike
sequencing
patterning
sort
snap/clap
unifex cubes
mirrors

SHAPES - EXAMPLES OF

CONCEPT LEVEL - EXPLORATION OF

-ATTRIBUTE BLOCKS	(GAMES - SHAPE AND COLOR)
-PATTERN BLOCKS	
-SORTING EVERYDAY OBJECTS	(GRAB BAG OF SHAPES)
-OBJECTS FROM HOME	
-SPONGES - CUT INTO SHAPES	(PASS THE BAG)
- T.M. PAGE 1 & 2 (HOLT MATH)	
-BODY SHAPES	
-RUB OVER SHAPES	

CONNECTING LEVEL

-GEOBOARD
-OVERLAY OF SHAPES WITH MATERIALS (YARN, TOOTHPICKS, BEANS, ETC.)
-WALK TO LOOK FOR SHAPES IN ENVIRONMENT
-SHAPE BOOK (T.M. PAGE 4)
-MAKING COOKIES WITH DIFFERENT SHAPES

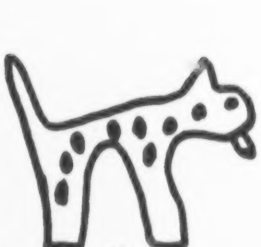
SYMBOLIC LEVEL

-MAKING A SHAPE USING ROPE, YARN AND CLAY
-MAKING DESIGN USING PATTERN BLOCKS AND THEN COPYING DESIGN
-BIG BOOK
-MAKE A PICTURE OUT OF CERTAIN SHAPES AND THEN DESCRIBE WHAT PICTURE IS ABOUT USING THE SHAPE

ABSTRACT

-WORKBOOKS AND WORKSHEETS
-NO OBJECTS USED - ONLY SYMBOLS ARE USED

CURRICULUM AREAS



IliKe my bog

COGNITIVE

KINDERGARTEN LANGUAGE ARTS MATERIALS

VENDOR	MATERIALS	DISTRIBUTION
Wright Group	*Set of 25 Big Books	1 set per school
	*6 small books to accompany each Big Book	1 set per school
	*Big Book easel	1 per teacher
McGraw-Hill	*SuperStart Teacher's Kit	1 per teacher
	*SuperStart Concept & Vocabulary Cards	1 per teacher
	*McGraw-Hill English Teacher Guide	1 per teacher
	*Set of 6 Big Books	1 set per teacher
Holt, Rinehart, and Winston	*"Dancing in the Sun" (Big Book)	1 per school
	*"Ride Upon the Breeze" (Big Book)	1 per school
Open Court	*Language Skills Teacher's Guide	1 per teacher
	*"Letters and Sounds" Student Workbook	1 per student
	*Letter Cards (response card decks)	1 per student
	*Letters and Sounds Wall Cards	1 per teacher
	*Picture Pack	1 per teacher
	*Thinking Skills Teacher's Guide	1 per teacher
	*"Willy the Wisher" (thinking stories)	1 per teacher
Open Court-Optional Materials	*Letter Form Board	1 per teacher
	*Alphabet Flash Cards	1 per teacher
	*Crazy Letter Proofreading Sheets (Dittos)	1 per school
	*Color Cards	1 per teacher
	*Shapes Cards	1 per teacher
	*Charades Cards	1 per teacher
	*Progress Charts	1 per teacher
	*Alphabet Kit (shared with 1st Grade)	1 per school

9/27/88

CHILDREN DEVELOP LANGUAGE WHEN:

* They have a wide variety of experiences.

* They hear good language models using rich vocabulary.

* They have an opportunity to shape, share and discuss these experiences.

* They have an opportunity to evaluate these experiences.

LANGUAGE LEARNING

The early years of school offer a child opportunities to practice and expand language. Children entering school bring their own language as a means of expression to meet their needs and this language is a highly personal one. The teacher must become aware and nurture a wide range of language capabilities, and many different levels of language development that may include language other than standard English.

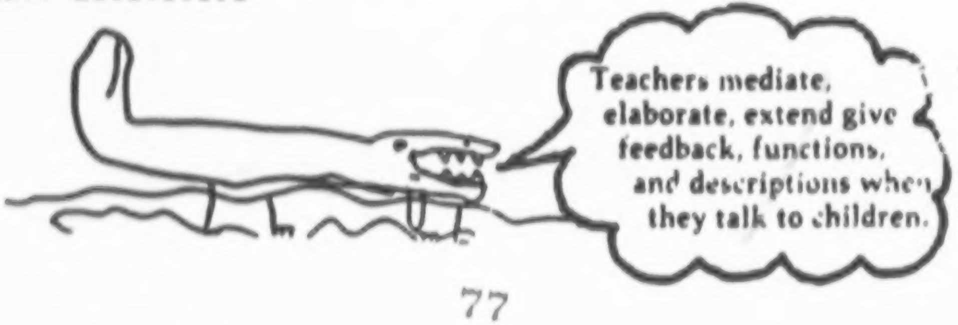
For language development to occur, language must be used by children in meaningful ways. The fact that a child can say a word does not mean that the concept has been learned. Language helps to focus on concepts and gives ways to retrieve them, but it does not build the concepts by itself. Children need concrete experiences to have concepts become meaningful parts of their language.

Print should be found in abundance in the classroom environment where children are learning to read. Children realize that they are readers as they encounter print with related materials and objects that explain the written word.

Teachers who provide a wide variety of real experiences for their children and encourage discussion of these, have done a great deal to aid their children's progress in reading. Likewise, teachers who read to their children regularly, show an interest in books themselves and encourage their children to talk about their own books, are providing a valuable framework for success in their reading.

Kindergarten teachers need to plan a literacy program that utilizes a variety of strategies.

- literature
- puppetry
- dramatics
- conversation
- shared book experience
- SSR
- listening post
- language experience
- writing notes, journals, books, etc.
- alphabet activities


Teachers mediate, elaborate, extend give feedback, functions, and descriptions when they talk to children.

COMPARISON OF THE AGES AT WHICH STUDENTS PRODUCE SPECIFIC SOUNDS

			Age correctly produced*		
Phonetic Symbol	Orthographic Symbol	Key Word	Templin (1957)	Wellman (1931)	Poole (1934)
/m/	m	monkey	3	3	3.5
/n/	n	nickel	3	3	4.5
/n/	ng	ring	3	a	4.5
/p/	p	potato	3	4	3.5
/f/	f	fork	3	3	5.5
/h/	h	hat	3	3	3.5
/w/	w	water	3	3	3.5
/j/	y	yellow	3.5	4	4.5
/k/	k	kitten	4	4	4.5
/b/	b	baby	4	3	3.5
/d/	d	dog	4	5	4.5
/g/	g	gun	4	4	4.5
/r/	r	radio	4	5	7.5
/s/	s	see	4.5	5	7.5[b]
/ /	sh	shoe	4.5	c	6.5
/t /	ch	church	4.5	5	c
/t/	t	tiger	6	6	4.5
/ /	th	thin	6	a	7.5[b]
/v/	v	vase	6	5	6.5[b]
/l/	l	lamp	6		6.5
/ /	th	then	7	c	6.5
/z/	z	zipper	7	5	7.5[b]
/3/	zh	measure	7	c	6.5
/d3/	j	jar	7	6	c
/hw/	wh	whistle	a	a	7.5

Developmental Milestones (Major Sentence Structures)

Ages 5 and 6	Children consistently use pronouns and verbs in the present and past tenses. Complex sentences appear frequently. Conditionality (You eat your dinner, you have banana.) and causality (Don't sit on 'at radiator - very hot.) expressed by why, because, and if are implicit in the children's language. The average number of words per communication unit will be about 6.8.[a]
Ages 6 and 7	Further progress in complex sentences, especially those with adjectival clauses. Conditional dependent clauses, such as those beginning with if appear. The average number of words per oral communication unit will be about 7.5 with a variation between 6.6 and 8.1.[a]
Ages 7 and 8	Children can now use relative pronouns as objects in subordinate adjectival clauses (I have a cat which I feed every day.) Subordinate clauses beginning with when, if and because appear frequently. The gerund phrase as an object of a verb appears (I like washing myself). The average number of words per communication unit in oral language will be about 7.6.[b]
Ages 8, 9 and 10	Children begin to relate particular concepts to general ideas, using such connectors as meanwhile, unless, even if. About 50% of the children begin to use the subordinating connector although correctly. They begin to use the present participle active: Sitting up in bed, I looked around. The perfect participle appears: Having read Tom Sawyer, I returned it to the library. The gerund as the object of a preposition appears: By seeing the movie, I didn't have to read the book. The average number of words per communication unit in oral language will be 9 with a variation from 7.5 to 9.3.[a]
Ages 10, 11 and 12	At this age, children form hypotheses and envision their consequences. This involves using complex sentences with subordinate clauses introduced by connectives like provided that, nevertheless, in spite of, and unless. Auxiliary verbs such as might, could, and should will appear more frequently than at earlier stages of language development. They have difficulties in distinguishing and using the past, past perfect, and present perfect tenses of the verb, and almost none of them use the expanded forms of the past perfect or future perfect. The stage of thinking if this, then (probably) that is emerging, usually applied to temporal things rather than to nontemporal ideas and relations. If the cost of higher education escalates, then (probably) enrollment will falter. The average number of words per spoken communication unit will be about 9.5, with a variation from 8 to 10.5.[a] The average number per written unit in the study was 9 with a range from 6.2 to 10.2, depending upon the child's verbal proficiency.

Developmental Milestones (morphology)

By age 4	Plural - Uses -s and -z but not consistently Tenses - Uses progressive (-ing); simple past (-t and -d) not consistent Progressives - My/mine emerging; uses nouns with final -s; his, her Comparatives - Not used
By age 5	Plurals - Uses -s and -z more consistently; -es, -ez not consistent Tenses - Simple past, future tense, and present progressive more consistent; have and have not not used Possessives - Use of -s, my, mine, and more consistent Comparatives - Not used
By age 6	Plurals - Uses -es and -ez more consistently; irregular form emerges Possessives - Uses correctly with greater consistency Comparatives - Regular
By age 7 and 8	Plurals - Improves use of irregular form Tenses - Have and had developed Comparatives - Uses irregular correctly

Table 6.3 Developmental milestones
(other constituent parts)

By age 4	Adjectives - Adjectives (simple) used Adverbs - Adverbs of location (there, here) used Pronouns - I and me inconsistent; it Conjunctions - And used consistently to coordinate; because emerging; if and so not used Negation - Not, no, can't, and don't used Questions - Upward intonation at end of sentences; what, what do used Prepositions - in, on, with, of, for, to, up, and at used
By age 5	Adjectives - Errors in agreement between adjective and noun Adverbs - Adverbs of time and manner in addition to location Pronouns - Consistently used; reflexive pronoun emerging Conjunctions - Because used more consistently; if and so emerging Questions - Why questions inconsistent; inversion of subject and auxiliary Prepositions - After, before, until, down, through, over, under and near used
By ages 6-7	Conjunctions - But, after, before (temporal), if, and so more consistently used; because and therefore used as then with no causal relationship Pronouns - Reflexive pronoun used Prepositions - Correctly used Questions - How emerging

Teacher Language Categories

Indirect Influence (Types of statements that increase student's freedom to respond)

1. Praise or reinforcement of student's feelings and ideas
    a. Accepting students' feelings, both positive and negative
    b. Verbal and nonverbal acceptance (verbalizing; clarifying; supporting students' feelings, gestures, smiles, etc.; and indicating acceptance of feelings
    c. Accepting, reinforcing, clarifying, restating, and expanding student ideas

Direct Influence (Types of statements that restrict student's response)

2. Criticism of student's feelings, ideas, behavior, etc.
    a. Sarcasm
    b. Negative statements
    c. Cutting off a student
    d. Ignorning students' feelings, verbalization, and behavior
    e. Frowning, glaring, negative gestures, etc.
    f. Questioning students' behavior and response

3. Feedback
    a. Commenting
    b. Expansion of student's utterances

4. Explanations
    a. Explanation of the task, activity
    b. Giving facts, opinions
    c. Lecturing
    d. Rhetorical questions

5. Directions
    a. Commands
    b. Orders requiring a response from the student

(NOTE: Observer may want to differentiate task directions from management directions)

6. Questions
    a. Narrow: Questions requiring yes/no responses, very short responses (few words), identification, and responses that can be easily predicted
    b. Broad: Open-ended questions with less predictable responses; require longer responses, problem solving, and hypothesis testing

Student Talk/Response

7. Student response:
    a. Verbal: Any verbal response to directions, questions, explanation, and encouragement from the teacher.
    b. Nonverbal: Any nonverbal response to directions, questions, explanation, and encouragement from the teacher.

VOCABULARY FOR BEGINNERS

after
afternoon
again
airplane
all
and
another
apple
arm
around
ask
at
away
baby
bad
ball
band-aid
basket
bath
be
beans
bed
before
begin
bell
big
bird
birthday
bite
black
blackboard
blanket
bleeding
block
blow
blue
book
boots
both
bounce
box
boy
bread
breakfast
bring
broom
brother
brown
brush
buggy
build
building
bus
butter
button
buy
by
cabin
cafeteria
cake
camp
can
car
careful
carry
cat
catch
cents
chair
chalk
chicken
children
choose
church
circle
clap
clay
clean
clock
clothes
clouds
coat
cola
color
comb
come
cook
cotton
cough
count
cover
cow
crayon
cross
cry
cup
cut
daddy
dark
day
different
dime
dirty
dishes
do
dog
doll
dollar
don't
door
down
draw
dress
drink
drum
dry
ear
eat
egg
eight
end
erase
eraser
everyone
excuse me
eye
face
fall
family
farmer
fast
father
feed
feet
field
find
finger
fingernails
first
five
fix
flag
floor
flower
flush
fly
food
foot
for
fork
fountain
four
friend
from
fruit
fun
funny
game
garage
garden
get
girl
give
go
good
good-by
good morning
grandfather
grandmother
grass
green
ground
grow
hair
hall
hammer
hand
handkerchief
hang
happy
hat
have
he
head
hear
hello
help
her
here
hers
hide
high
him
his
hit
hold
hole
home
hop
horse
hot
house
how
hurt
I
ice cream
in
into
irrigate
it
its
jump
kleenex
knees
knife
know
last
late
laugh
learn
leaves
left
lake
let
let's
letter
lie
light
like
line
listen
little
live
long
look
loud
love
low
munch
mail

VOCABULARY FOR BEGINNERS

make
man
mark
mat
may
me
meat
men
milk
minutes
miss
money
moon
more
morning
mother
mouth
move
much
music
my
nail
name
napkin
neck
need
new
next
nickel
night
nine
no
nose
not
now
number
nurse
o'clock
of
off
office
old
on
one
open
orange
our
out
outside
over
page
paint
pair
pan
pants
paper
party
paste
pencil
people
piano
pick
picture
piece
pig
place
plant
plate
play
playground
please
plow
pocket
post office
pretty
pull
purple
put
puzzle
quarter
quiet
rabbit
rain
ranch
read
ready
recess
red
rest
ride
right
ring
road
rock
roll
room
rope
round
run
salute
same
sand
say
school
scissors
see
sell
set
seven
share
she
shelf
shirt
shoe
short
show
shower
shut
sick
sing
sister
sit
six
sky
skip
sleep
soap
socks
soft
some
something
song
soup
spoon
stand
stick
stomach
stop
store
story
stove
straight
straw
sun
sweater
sweep
swing
table
talk
take
teacher
teeth
tell
ten
thank you
that
the
their
them
there
these
they
thin
this
those
three
through
throw
tie
time
to
today
toilet
tomorrow
toothbrush
top
towel
town
toy
tractor
train
tree
truck
try
turn
two
under
until
up
us
use
wait
wake
walk
want
wash
water
way
we
well
wet
what
when
where
white
who
will
wind
window
wipe
with
wood
work
write
years
yellow
yes
yesterday
you
your

SCHOOL READINESS LANGUAGE CHECKLIST

Level I Language Behavior Checklist   Page 1 of 5

a. ☐ Speaks in 3-4 word "sentences" lacking small function words.

b. ☐ Describes pictures by naming objects in them.

c. ☐ Fidgets and/or looks around during group activity time.

d. ☐ Vocabulary for body parts, colors, etc., is incomplete.

e. ☐ Is more successful at playing alone or near others than with others.

f. ☐ Tested language age is at 2½ to 3½ year level.

g. ☐ Responds to definition request ("What's a horse?") by shrugging or pointing to the appropriate picture or object (Lucas, 1980).

Summary of Level 1.
Not yet capable of focusing attention in response to outside direction, these children learn best from an object or experience that attracts their full attention (e.g., measuring sand, rolling balls, feeling textures). They require much one-to-one attention from an adult or older child who can talk with them about what they are doing or experiencing. Attention to a task can be extended by verbalizing as the child works. Level I children rely heavily on the environment for understanding directions and making thoughts and wishes known. They may appear to understand requests more than they do by assuming that the expected thing is requested and that any verbalization is a request to do something. Selected suggestions for working with Level I children are included later under "Strategies for Helping Children Develop School Readiness Language." (Materials and specific activities for working with both Level I and Level II Kindergarteners are available in K-TALK (Kindergarten-Teacher Administered Language Kit), available through Communication Skill Builders, Inc., Tucson, AZ.).

STRATEGIES FOR DEVELOPING SCHOOL READINESS LANGUAGE

Strategies are provided for each Level identified above. Component skills in a Level are identified below by the letters in the checklist for that stage.

Level I

A, B, C, G. Use one-to-one, here-and-now talk. Label and describe objects as the child looks at and/or manipulates them. Describe events in progress. Be animated, redundant, relevant to the child's interest of the moment. For best language teaching, your talk follows the child's attention, not vice versa. Follow the child's eyes and pointing finger with talk. Respond to the child's verbalizations with statements of confirmation. Avoid requests for information. Use public libraries, used-book stores, etc., to build a collection of magazines such as National Geographic, Smithsonian, Natural History, Sports Illustrated, and Road and Track, which show plenty of people, animals, and objects doing things in an environment.

II-C. Keep group sitting and listening time short. Group singing, moving in reponse to music, finger plays, and well-planned teacher show (more show than tell) and tell are helpful. Give any directions to this child one on one. Assign a Level I child to a classmate who is at Level II or III and who will be sure the Level I child follows the directions.

II-E. ASsign two or three Level I children to a task or play activty with one Level III child as a stimulator of language. In free play activities, the teacher supplies plenty of talk, as in II-A, B, C, D, G. The teacher is ready with additional materials (tools to go with clay previously manipulated with hands only, cars to use with streets constructed of blocks) after the child has exploited the materials separately and begun to lose interest. The teacher provides one-to-one language and help for up to five Level I children who are individually using similar materials (puzzles, beads, pegboards, etc.)

General Principle. A misbehaving Level I child is usually a child who doesn't understand the verbal instructions for appropriate behavior. Show the appropriate behavior, tell what you're doing, or what another child is doing that is appropriate. Stay with the Level I child and, if the child still seems uncertain, guide his/her motions gently. Say what you are doing as you guide the child's motions (i.e., parallel talk). Praise approximations toward behavioral goals.

Level II Language Behavior Checklist

a. ☐ Uses well-formed simple sentences.

b. ☐ Connects sentences with and.

c. ☐ Tells stories with simple sentences connected by and and and then.

d. ☐ Uses -s for plurals, third-person singular, and possession.

e. ☐ Has some vocabulary for body parts, numbers, colors.

f. ☐ Uses social terms like please, thank you, and excuse me.

g. ☐ Talks with other children about ongoing activity.

h. ☐ Responds to definition request ("What's a horse?") by giving perceptual and functional attributes organized through experience ("You ride it." "My brother has one.") (Lucas, 1980).

i. ☐ Follows group instruction if visual cues are present.

j. ☐ Processes complex sentences as though they were simple sentences (answers the question, "The dog that bit the cat ran. What ran?" with "The cat.")

k. ☐ Responds to requests for clarification by repeating utterance.

l. ☐ During group discussion, makes off-topic comments.

m. ☐ Indicates need for clarification by doing the wrong thing.

n. ☐ Tested language age is at 3½ to 4½ year level.

Summary of Level II.
These children learn best when working in small groups as the teacher moves among them, discussing what they are doing. Capable of attending in a group for only short periods of time, they require frequent opportunities for one-to-one dialogues with teachers as well as for spontaneous conversation with other students. Their primary method of learning is through manipulation of objects, exploration, and experience.

Level II

A, B, C. Make time and opportunity for children to tell you about what they and others are doing and have just done. Say, "Would you like to tell me about what you are doing?" "Tell me about what you see in this picture." Bring an admired, more linguistically sophisticated child to the Level II child. Say to the Level II child, "Tell (admired child's name) what you are doing" or "... what you see." As children develop the skill and habit of talking among themselves about what they are doing, you can focus your time to work intensely with children who are still struggling with Level I tasks.

III-D, G. Structure the classroom environment so children can talk with each other and need to talk with each other.

III-E, F. Use these kinds of phrases constantly: "Your elbow is touching Johnny's shoulder." "Today you're wearing a blue shirt and brown pants." Bring me three books, please." "Thank you for helping Mary fit the piece in her puzzle." "Excuse me; I want to straighten your chair so you can work better."

Notice and describe positively when children use social terms. In addition, say "I like it when you say 'thank you.'"

III-H. Label activities. "You're playing airport." Give functional and relational properties: "I see the airplanes. An airport has a runway; here it is." "Pilots fly airplanes; mechanics keep planes working right." Whenever you are tempted to say, "That's nice" or "That's good," require yourself instead to describe what you see, describe how the attributes fit together, and then tell how that makes you feel: "I like to see you working so hard."

III-I, M. See II-C and General Principles for II.

III-J. This will come. You can enact the statement with props and/or rephrase it: "The dog bit the cat and then ran." "First the dog bit the cat, and then the dog ran away."

III-K. Say, "Can you take me to your work and show me what's the problem?" "What can you tell me about ____________________?

III-L. Say, "My time to talk." Ignore off-topic comments that do not derail other children. Respond with positive and attentive action to on-topic comments. Say, "What I said reminded (on-topic child's name) of ____________," but then go on with your talking. If the child is insistent, say, "I'll have time to talk with you about that in a few minutes." Then do that, as you promised.

III-M. See the General Principle for II.

Level III Language Behavior Checklist

a. ☐ Relates events about which the listener knows nothing in a way that allows the listener to understand what happened.

b. ☐ Connects information sequentially with words like because, since, until, while.

c. ☐ Responds to requests for clarification by providing additional information.

d. ☐ Requests clarification.

e. ☐ During group discussion, makes comments on topic.

f. ☐ Has sufficient private speech to work independently.

g. ☐ Expresses doubt or speaks about hypothetical situations.

h. ☐ Derives meaning from a string of sentences.

i. ☐ Can understand and answer questions about a story without looking at pictures.

j. ☐ Responds to definition requests ("What's a horse?") with concepts based on experience ("It's an animal that has four legs, a mane, and a tail, and you ride it with a saddle.").

k. ☐ Has conversations with other children about what happened or will happen.

l. ☐ Tested language age is 5-7 years.

Summary of Level III.
Ready for academic tasks, this child can learn from group interaction and from quiet study or interaction with work sheets. Activities that rely heavily on listening skills, such as listening to stories with few pictures shown, or to audiotapes, are appropriate for short periods of time. These children are ready to recall verbal information that will help them formulate hypotheses about concrete objects, events, and processes. Many of them have learned to separate printed words into their component letter parts and to recognize that words symbolize something.

Level III

A, C, E, K. Make plenty of opportunities for children to tell the group of Level II and III children about what they did at home on Saturday or Sunday, or last night. Then encourage the children to talk about what the speaker has descirbed, to ask the speaker for more information. Encourage discussion on future plans as well.

IV-B, C, E, H. Provide storybooks with good illustrations. Read books to groups (up to 10 Level III , up to 6 Level IIs, up to 4 Level Is for maximally fast language learning). Then let children go through the books alone and with each other, looking at the pictures. Encourage them (by noticing, listening, etc.) to tell you about the stories in the books and to tell the other children.

IV-D. If a child looks puzzled at what has been said, say, "You look surprised (puzzled). Would you like to know more about it?" Or, "Do you understand what ___________ is telling you?" Provide language models for requesting clarification. "Tell __________ what you mean when you say, 'It was a blast.'" (Many of us adults are sloppy in our use of descriptive words. Be ready to supply some words that label feelings.)

IV-F. Provide language models. "First do ___________. Second" (or, "after that") "do ___________." "Remember to start at this side (the left) and work to this (the right) side." For a child who has trouble staying on task, provide the language model to help the child remember each step in a process. Repeat the steps with the child. Then have the child tell you while you listen. Suggest, "Tell yourself what to do first." "...to do next." If a child does not remember, supply a reminder. This is not a test of memory, but a time for learning to use one's internal speech to control and focus one's actions.

IV-G. Dramatic play is full of opportunities for developing this skill, plus those of IV-A, B, J, K. Read a story. Talk about the story (you and the children together recap it.) Provide some props. Have all Stage III children help plan how to act out the story. Begin with very simple stories such as "Jack Be Nimble" for starters. Be careful about stories like "The Three Little Pigs." Dramatic play has a way of generating group glee (much fun) and group excitement (producing anxiety for some children and most adults, and often a precursor to aggressive acting-out by some children.) So talk about how to control potential aggressive dramatics. Give children phrases to use to control each other. "That's scaring me" is good. Let children who are fearful sit near the action and be part of it by making a telephone call. "Hello. The wolf is coming. Get in your house."

General Principle. We learn language for thinking by interacting with things, talking, listening, looking, and reading. Kindergarten Stage III children continue to need all of the experiential base they can get. Primary sources for learning the language of thinking include interacting with things and talking. They are critical in achieving school readiness language.

THE TEACHER'S ROLE IN ORAL LANGUAGE DEVELOPMENT

The following information describes ways teachers and other significant adults in the child's life can stimulate language and thinking skills. The communicative behaviors listed below can be used in daily interaction with children.

Developing Oral Language

Areas of Communication:	Teacher's Role:
1. **Sensory Awareness:**	Give children a chance to get information for themselves through their senses.

"Does the outside feel as rough as the skin of the orange?"
"Lucy thinks it is the color of a tomato."

2. **Labeling:**	Help children get names for things and actions. Help them find words for how things are used or what they are for. Help them find words to describe objects and their parts.

"What does your mother call this when she asks you to bring it to her?"
"Kenny has found one that is heavy enough to spin."

3. **Recalling:**	Help children to remember an experience with the object. (Accept what they say even if what they recall isn't very much like it. It will give them something familiar to start with.) Help them remember sequence.

"Do you remember the recipe we used for cocoa? It has vanilla in it, too."
"Think about how you made light blue yesterday when you mixed white chalk with blue chalk."

4. **Comparing:** Help children compare an object or activity with another that is familiar to them. Help them make analogies.

"Do you see another button that has scallops?"
"Ben thinks that the grains of salt feel like sand."

5. **Projecting:** Help the children think about the object or activity in another place or time or situation.

"What makes you think this one has been used a long time."
"Lenny saw one like this when he went to the mountains."

6. **Classifying, Categorizing:** Encourage children to group objects and see relationships after they have had time to examine them.

"Bob is finding things that he will need to construct a wagon."
"Kay is looking for books about horses. If you find one, perhaps you could let her have it."

7. **Predicting:** Help children to predict outcomes - to think about what will happen, or what might happen. Help to make them aware of cause and effect.

"Will all of them fit into this box?"
"Billy thinks it would break if he dropped it."

8. **Seeing a problem:**

Help children to see a problem, state it, and think about how they might solve it.

"I wonder how you could fasten it so it would stay closed?"
"How can you measure a round table?"

9. **Reality Testing:**

Help children to be realistic in what they expect.

"Which nails will you need to fasten the big boards together?"
"Will the magnifying glass make everything bigger?"

10. **Validating:**

Help children to say, "How can I find out for sure?"

"Bob just thought of an experiment. What would you need?"
"Why do you think you need that?"

11. **Imagining - Wondering:**

Help children to say, "What if?" "I wonder why..how... where... etc." "Suppose...?"

12. **Variety of Sentence Patterns**

Means modeling a number of ways to say things so that children can learn a number of ways to structure their own language utterance.

"Will all of them fit into this box?"
"Billy thinks it would break if he dropped it."

13. **Mediating:** Is the act of providing words that describe your actions or the actions of children. It is, in a sense, "talking to yourself" as you or the children perform actions and activities.

"I see that you have collected all the big, fat buttons." or
"I am going to mix the red paint and the blue paint together."

14. Descriptions: Are words that give the functions of certain objects and elaborate or extend the descriptions of certain objects and actions.

"That blue brush with the soft bristles is for doing delicate work."
As opposed to,
"We use the blue brush when we do this."

15. Public Criteria: Are statements by the teacher regarding the "do's" and "don't's" of classroom living. The important part of Public Criteria is the word "Public." That is, all children should know why rules are as they are.

"Please clean up this area so that other boys and girls who wish to do art work can find the supplies and have a clean area to work in."
As opposed to,
"Please clean this area for me."

SOURCE: The TTT Project, Old Town School, 1971-73
Dr. Marie Hughes, Director

THINGS I NEED TO LOOK FOR!

1. How complex are the teacher's messages?
    a. How often is information embedded in complex sentences that violate expected subject-verb-object word order or have other complexities?
    b. How concrete or abstract is the vocabulary used, and what contextual cues are provided to make new word meanings clear?
    c. How many meaning segments are provided when the teacher gives directions?

2. How much background or contextual support is available?
    a. Is there any experience base for the content being covered?
    b. Does the child know the classroom routine so that certain directions can be predicted?
    c. Are pictures or demonstrations included as comprehension aids?

3. How much repetition or revision of a message is built into teacher talk, and how much does the child seem to benefit from such verbal input?
    a. Does the child act only after observing what others are doing?
    b. Does the child ask clarification questions?
    c. Does the child seem to act on an intuitive sense about what is expected, and if so, how effective does this strategy appear to be?
    d. Does the child appear to give up when the listening demands become too great?

4. Are the regularities of classroom interactions and expectations understood by the child?
    a. Has direct teaching taken place to acquaint the child with classroom routines?
    b. Is the child expected to grasp intuitively and then remember what is appropriate and expected?
    c. Is the student prepared for transition from one expectation to another?
    d. Does the teacher always assume the leader or control role, or does he or she sometimes shift to being a resource of information and check to see whether the information has been assimilated?

5. What is the child's general attitude toward school, the classroom, the teacher, pursuing a curriculum and interacting or competing on a substantive level with peers?
    a. What are the child's attitudes in these areas compared with nonacademic attitudes?
    b. What do the child's assumptions appear to be?
    c. What are the child's expectations?

6. Does the teacher assume the students comprehend the nature of the task or are discussion probes developed so that student or teacher expectations can be clarified?
    a. Is the topic for the discussion introduced?
    b. Do the students know why they are doing the task?
    c. Do they have requisite skills to perform the task?
    d. Are they allowed a "question or clarification" period rather than being expected to show complete comprehension immediately or being penalized for asking clarification questions?

7. Are both teacher and students aware of nonverbal communication that relays attitudes and expectations?
    a. Does the teacher monitor vocal tone, body stance, and proximity to students during instruction?
    b. Is the student aware of how nonverbal behaviors communicate attitudes and expectations to the teacher?

8. On a continuum between "direct authoritarian" and "guidance-oriented" styles, where could the teacher's style be rated?
    a. When a child does not follow a "guidance-oriented" approach, is the ability to comprehend indirect regulatory requests considered?
    b. Does the child realize that commands can be stated as imperatives, suggestions, or questions?
    c. Does the teacher use the same style consistently or vary the style?
    d. Are variations in style designed to facilitate students' comprehension or are they merely reflections of the teacher's mood that day?

9. In reviewing evidence of a child's performance, does there seem to be a pattern of successes and failures?
    a. Can a relationship be established with a particular teacher personality type, linguistic accent, or class size?
    b. Do difficulties relate to newness of task demands?
    c. Does success vary depending on whether or not the material being covered relates directly to the student's experiences or interests?
    d. Does success relate to the intrinsic cognitive demands of the subject being studied?

10. Does the teacher prepare the students for switching from thinking about language as a mode of communication to viewing it as an object of discussion (e.g., thinking about the beginning sounds of words)?
    a. Does the teacher engage in task analysis to determine the types of knowledge and abilities each lesson demands?
    b. Are students given transitional statements as the teacher switches from talking about words, to sounds, to letters representing sounds?
    c. Do the students understand the underlying definitions and concepts for such exercises as "sound blending" and "homonym" identification?

11. Does the teacher provide some cognitive organization of a topic domain before launching into specific content related to the topic?
    a. Have students had an opportunity to share their conceptualization of certain words or story passages?
    b. Has the teacher provided an overview of the topic and included comparisons of how content is similar to experiences the students have had?
    c. Is an overall "schema" developed that is the result of combining past experiences, conceptions, inferences, and expectations?
    d. Are students directed toward the most important features and vocabulary of the learning experience, or are they expected to distinguish essential from supportive or irrelevant material on their own (this might be a skill that could be addressed directly in intervention, if lacking)?
    e. Is teaching style didactic, or does it encourage listener participation in testing hypotheses and alternative views or solutions?
    f. Is the student able to participate in and profit from an active involvement in learning, or does the student exhibit difficulty in engaging in this type of give-and-take educational interaction?

12. Does the teacher modulate speaking rate and inflection during instruction?
    a. Is the rate slowed as new information is presented?
    b. Are there pauses between major segments of information?
    c. Is the rate comfortable enough that the teacher does not have to revise content midphrase or use vocal fillers during delivery?
    d. Is vocal inflection varied to provide emphasis or communicate mood?

13. What is the quality of the listening environment?
    a. What is the amount of competing noise from outside sources?
    b. How much reverberation of sounds that are generated by classroom activity occurs?
    c. Are there variations in teacher volume depending on the size of the group?
    d. Can the child attend to directions when nearby conversations are in progress?

14. What factors are considered in observing a child's comprehension?
    a. Is the size of the unit to be comprehended considered?
    b. Is listening measured in naturalistic contexts or in unusually quiet contexts?
    c. Does the child have verbal and nonverbal means of letting others know he or she does not understand something?

15. Is it possible to isolate and describe a student's language processing problems related to contextual and complexity variables?
    a. Is auditory attention observed in a variety of contexts for a variety of tasks?
    b. How good is the student's memory for auditory input of a variety of types?
    c. What evidence is there that the student is able to perform auditory sequencing in such tasks as (1) saying multisyllabic words, (2) spelling, and (3) formulating expression in speaking and writing?
    d. What evidence exists regarding the child's auditory discrimination abilities in quiet and in noise, for longer utterances as well as individual words, and for detecting first, last, and middle sounds in workbook type activities (recognizing the metalinguistic nature of such tasks)?

16. Is there some adaptability in teacher style to accommodate students' problems?
    a. What checking and facilitating strategies are used for students who have difficulty remembering multilevel directives (possibilities include writing assignments on the chalkboard, tape recording instructions, and checking over notes)?
    b. When multiple bits of pertinent factual information are embedded in a series of complex sentences, does the teacher provide enough processing time, review, and checking to ensure that students do not feel lost?
    c. Is there an awareness that some students may understand simple sentences stated in active voice, but not those stated in passive voice or sentences with such clausal connectors as "although," "except," and "however" that affect the relational meanings expressed within the sentence?
    d. Are there strategies for assisting students to relate new information with information they have stored in long-term memory?

17. In analyzing a student's knowledge of the rules of language use, are rules for how language is used to communicate for various purposes and in various contexts considered?
    a. Does the child observe conventions for turn-taking during class discussions?
    b. Is the child capable of distinguishing (and complying with) teacher talk intended to regulate behavior from that for conveying subject matter?
    c. Does the student comprehend both direct and indirect ways a teacher can tell students to do something?
    d. Does the child seem to be aware of circumstances in which responses should be verbal (e.g., when a choral response is expected or in one-to-one dialogue) and those in which they should be nonverbal (e.g., when raising one's hand to be called on or during seatwork)?
    e. Does the child ask clarification questions to fill in details missed, and does the teacher have a method for allowing these in a minimally disruptive way (perhaps assigning a "buddy" to be available to answer the student's questions of a limited number)?

18. In analyzing a student's knowledge of language content, are meaning units of a variety of size and types considered?
    a. Are there multiple-meaning words in the textual material and, if so, does the student understand the meaning per context?
    b. Can the student categorize concepts efficiently and do so in a systematic way?
    c. Does the student comprehend figurative language?
    d. Can the student go beyond what is directly stated in content and make inferences?
    e. Can the student demonstrate his or her knowledge of such metalinguistic concepts as homonyms and antonyms by giving examples of each and describing the characteristics of each?
    f. Does the student relate new information with content studied a few days (or hours) earlier?

19. In analyzing the student's knowledge of the rules of language form, are syntactic, morphological, and phonological rules considered for both oral and written language?
    a. Does the student comprehend multilevel directions stated in complex syntax?
    b. Can the student make sound-symbol associations?
    c. Can the student use sequences of sounds and syllables based on phonics rules to "sound out" new words?
    d. Do the student's reading, speaking, writing, and spelling errors provide useful information about his or her linguistic processing abilities?

20. Is a team approach to intervention a real possibility?
    a. Do regular and special education administration systems support this kind of ecological approach to improving communication in classrooms, and are positive attempts being made to enlist their help and keep them informed?
    b. Are parents and children enlisted as active partners in identifying points of communicative mismatch and fostering improvements?

LANGUAGE BEHAVIORAL CHECKLIST

*An indicator for adjusting and modifying teaching strategies for children who are having difficulties.

KNOWLEDGE ABOUT THE SCHOOL ROUTINE

In the classroom and school, the child

_____ knows routine for activities like starting the day, going to lunch, ending the day.
_____ knows routine for participating in lessons, i.e., preparing necessary materials, knowing when to ask and answer questions, changing from one lesson to another.
_____ is able to deviate from the routine when appropriate.
_____ is able to read the teacher's strategies for cuing a given routine.
_____ participates effectively in peer routines such as games, sports, verbal exchanges.

KNOWLEDGE ABOUT COMMUNICATIVE ROUTINES

In communicative interactions with adults and peers, the child

_____ knows when to talk.
_____ takes turns appropriately in conversation.
_____ initiates conversation.
_____ has more than one style of interaction, i.e., can change style depending on the listener, situation, etc.
_____ exhibits appropriate greetings and closings for different listeners and situations.

ABILITY TO USE FORMATS AS AN AID TO COMPREHENDING WRITTEN LANGUAGE

When presented with written materials, the child

_____ is able to recognize various types of written material on the basis of the format: rhyming books, picture books, patterning books, etc.
_____ is able to predict content on the basis of the title, subheadings or pictures.
_____ is able to confirm or deny predictions after reading the content.

GIVING AND FOLLOWING ORAL DIRECTIONS

The child as speaker

_____ clearly identifies pertinent objects.
_____ specifies location adequately.
_____ watches listener to check communication.
_____ revises directions when necessary.
_____ takes responsibility (does not blame listener) when directions do not work.

In a barrier task, the child as listener

_____ follows directions exactly.
_____ follows general direction, but proceeds further on presumed information.
_____ requests clarification when direction is unclear.

THE EXPERIENCE
TALK ABOUT IT
WRITE ABOUT IT
READ ABOUT IT

Experience on which to base language and reading activities INVOLVE the child personally.

They can arise NATURALLY or be ARRANGED as part of the School Program.

These experiences ARISE;

FROM
- Books
- Visits
  - out of school
- Films
- Problems
- Mime & Drama
- Pictures
- Cooking
- Filmstrips
- Special events
- Visitors
- Music & Dance
- Poems
- Classroom events
- The past
- Hidden objects

THROUGH
- Looking
- Hearing
- Smelling
- Tasting
- Touching

These experiences are CLARIFIED BY
- ★ Listening
- ★ Discussing
- ★ Predicting
- ★ Asking
- ★ Answering

And EXTENDED further by the use of;

puppets — charts
tapes — wall stories — books — shape stories
pictures painting & drawing — photographs
overhead projector
constructions
mobiles
rhythm & songs

RECORDING BY TEACHER &/OR CHILD

LITERATURE

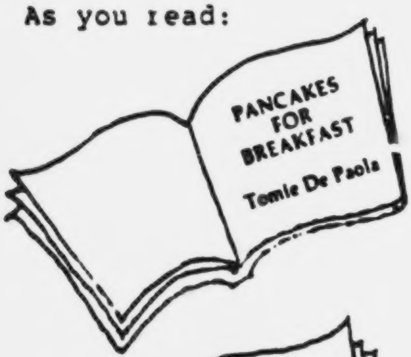
Children's literature is an integral part of a language-based curriculum. Experiences with good literature provide children with excellent language models for listening, speaking, reading and writing, thus combining all of the communication skills.

Huck suggests three ways for teachers to achieve literacy through literature:

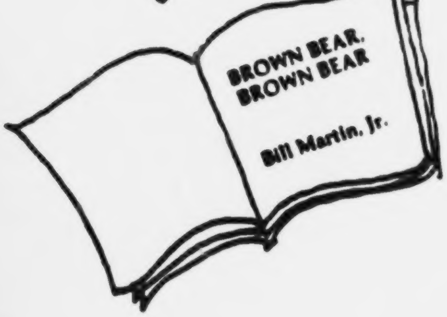
1. Read to all children every single day;
2. Provide time every single day for children to read books of their own choosing;
3. Plan time for children to share books--time to respond to books through discussion, drama, movement, art, block construction, making a game from the story, any activity which takes the child more deeply into the experience of the book and makes it memorable.

(Huck, 1979)

As you read:



WORDLESS BOOKS:
Encourage children to make up their own stories



PATTERNED BOOKS:
Encourage children to chime in when a book has a pattern or repetitive phase.

Use the pattern to write new stories (class or individual).

Ginger
Bread
Man

PREDICTABLE BOOKS:

encourage children to anticipate the next event or outcome and to confirm their prediction.

I KNOW
AN
OLD LADY

SONGS & POEM CHARTS:

enjoy learning to read from familiar material

Additional ideas for literature:

Spend a whole week on a theme

ABC Books
Counting Books
Favorite poems, poems on wind, etc
African folk tales
One author's work
One illustrator's work
One person's favorites
Mother Goose Books

Include follow-up activities

Cook! Make homemade pasta after reading Strega Nona by Tomie de Paola.

Make blueberry muffins after reading Blueberries for Sal by Robert McCloskey.

Stone Soup - obvious!

Create! Do collages after a week with Ezra Jack Keats.

Where the Wild Things Are by Maurice Sendak might inspire young puppet makers.

Swimmy by Leo Lionni may inspire finger paint printing with found objects.

Write! Children can write their own verse after reading If I Were A Cricket by Kazue Mizumura.

Make a class book following the pattern in It Looked Like Spilt Milk by Charles G. Shaw.

Reading Aloud to Children

Read to children as many books as possible. Not only do books provide opportunities to talk together about a familiar or soon-to-become familiar thing but also they supply words, phases, & bits of talking that are new to children. (Cutting, 1985)

Reading Aloud to Children Daily

- Set aside times each day or at regular intervals.
- Select books appropriate to children's interest and maturity levels.
- Choose materials you enjoy!
- Help children learn appropriate listening behaviors.
- Read with meaning, expression.
- Read a wide range of literature of varying format length, including poetry and non-fiction.
- Use read-aloud as an enjoyable experience, not always instructional.
- Help children "see," make a mental picture, image.
- Share illustrators, illustrations, books by the same author.
- Invite children to participate in reading, when possible. (join in a refrain).
- Allow children to respond to the selections and relate them to their own experiences.
- Plan where to stop reading - "leave them hanging."
- Leave the "read-alouds" out for children to discover and read.
- Invite children to retell a story.

Puppetry

Through puppets children are able to identify characters in stories, express ideas with confidence and retell favorite stories.

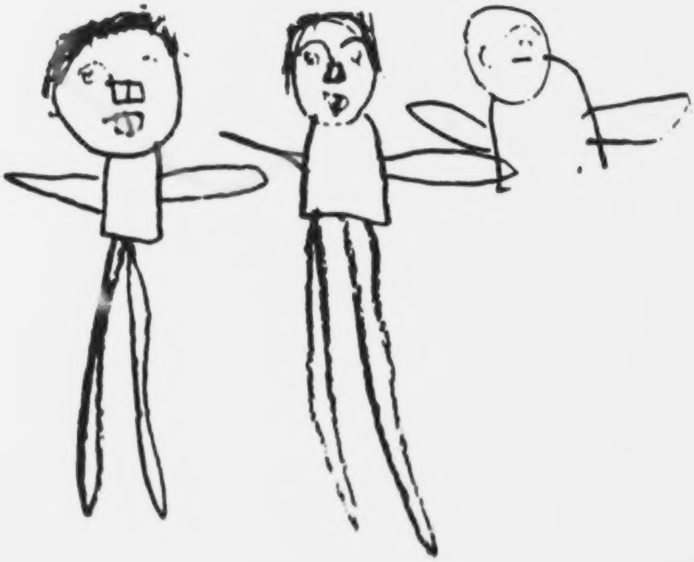
Dramatics

Through dramatic play children are able to practice language and role play characters from stories, films and real life.

Conversation

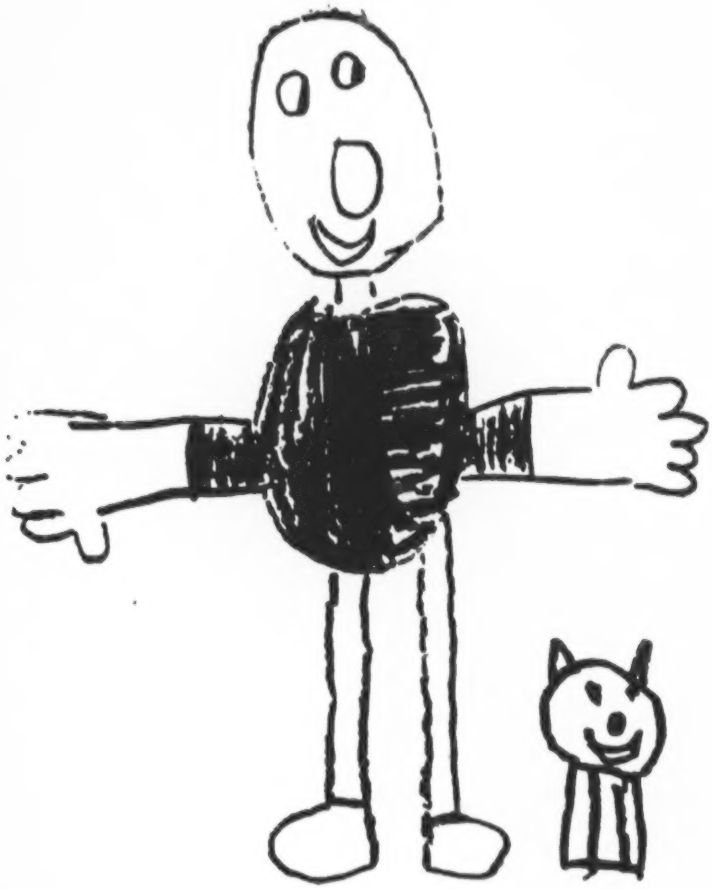
Let children talk with each other.

The teacher must provide ample opportunity through self-selection and small group work for children to freely engage in active, creative conversation with their peers. Such conversations are important for children to develop confidence and the ability to express themselves. There must be new, enticing activities and events each day to evoke new language: a new plant in the science area, a different kind of wood available for woodworking, making ice cream at school, etc.



THE SHARED BOOK EXPERIENCE

The shared book experience is the classroom version of the bedtime story. It involves the teacher and the whole class sitting together while they share in the reading and rereading of a BIG book about a favorite rhyme, song, poem, chant or story. It is an ideal way to introduce children to reading.



Using Big Books--The Shared Book Experience

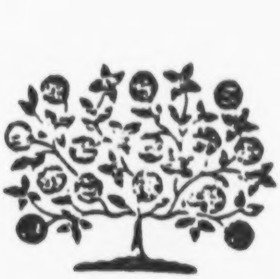
Don Holdaway, in The Foundations of Literacy (1979), describes the program in detail: its value, the rationale behind the procedure, and appropriate teaching strategies. The inspiration behind the shared-book-experience is the bedtime story, a cherished pastime normally requiring a one-to-one relationship. However, by greatly enlarging a storybook, placing it on an easel where all may see, the teacher shares this treat with the entire class.

Big books are available commercially, but are expensive. Teachers everywhere are now making their own.

Here are the key elements to the shared book experience:

1. Read a regular storybook to the children first to gather their attention.
2. A prepared big book is then placed on an easel and read to the children. While reading, the teacher points to each word.
3. The teacher rereads the story, this time inviting children to help with the reading.
4. The next time the big book is presented, the teacher reads up to the last word of a particular sentence and pauses for the children to supply the missing word.

The shared book experience meets the developing need of children during the pre-reading stage. It gives yet another avenue to sharing quality literature with the kindergarten child.



You cannot hurry human growth.
It is slow and quiet,
Quiet and slow,
As the growth of a tree.
--Agnes Snyder

A Sample Lesson for the Shared-Book Experience
"Round is a Pancake"

Robert and Marlene McCracken say that a child needs a minimum of ten experiences with a story or poem before the language becomes his/her own.

The McCrackens also believe that students should memorize one poem a week.

Suggested Activities:

Materials Needed

Big Book Round Is A Pancake plus little pictures
(Available at curriculum room.)
10 copies of Sounds of Home, Bill Martin, Jr., Holt, Rinehart and Winston (Available for check out at IMC book circulation.)

6 word cards with Round (Capital R)

5 word cards with is

6 word cards with a

1 each word cards with are the spots on

1 sentence strip, Look all around.

1 sentence strip, On the ground, in the air.

1 sentence strip, You will find round things

1 word card, Everywhere

1 pocket chart

Big class envelope for storage of word cards and small pictures.

Suggested Activities: (These will take several days to complete.)

Draw a circle on the chalkboard or hold up a circle.

Questions:

What shape is this?

Look around the room. Do you see other round things?

Read poem, "Round Is a Pancake" from Sounds of Home, Bill Martin, Jr., Holt, Rinehart and Winston. (It's important to do all the activities before putting the book out for the students to read.)

Reread poem, stopping to allow students to supply rhyming word.

"Round is a pancake
Round is a plum
Round is a doughnut
Round is a ________."

Brainstorm round things in the poem. As students say them, put small pictures in a pocket chart.

Sequence them.

Check to see if everything has been named and in the correct order by rereading the poem and having students listen to see if it's correct.

Read poem. Tell students that if they think they know the poem from memory they can say it along with you.

Hold up word card Round

This is a word from the poem. What do you think it is? Why?

(Starts with R)

Do the same with is and a

Put the words up before the picture of the pancake.

is Round a

Is that correct? Have students put words in correct order.

Give a set of Round is a and ask another student to put them in correct order before drum.

Continue until all pictures have words by them.

Place special emphasis on difference between "Round is" and "Round are the spots on a wee lady bug."

Discuss why Round has a capital letter.

Hold up "Big Book" cards. Ask students to read along with you.

Hand out cards and ask students with cards to come up front and stand side by side with word cards in correct order.

Have class read the "pages" aloud to see if the students are understanding.

Ask students with "pages" to give them to students who haven't had a turn. Continue until all have had a turn.

Place "Big Book" in a learning center for students to work with in their spare time.

If possible, have 10 Sounds of Home available. Call students up in groups to read poem. Leave books out for free reading. (Class sets are ideal for choral reading.)

Duplicate pages that have text of poem on them and let students illustrate their own "Round" book.

____

Round is a

____

Ask students to draw their favorite round toy, food, etc. Have them write or, if they are too young, you write for them. "Round is a top," etc.

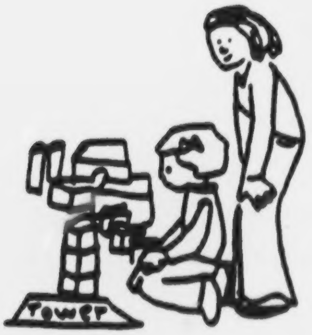
The above was shared at a Kindergaretn
In-Service by the Fresno Unified
Schools

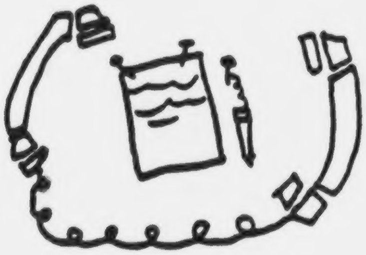
WRITING

"Children can begin writing the first day they enter kindergarten and they can learn to write in the same way they learn to talk." Lucy Calkins, 1984.

Children's development in reading and writing are interrelated. A focus on writing is often slighted in classrooms, except for mechanics, form, and neatness of the written product.

The early childhood experiences at home and school contribute toward growth in the writing process. The hands-on experiences allow children to develop small muscle control with tools and materials while conceptual understandings are being processed.

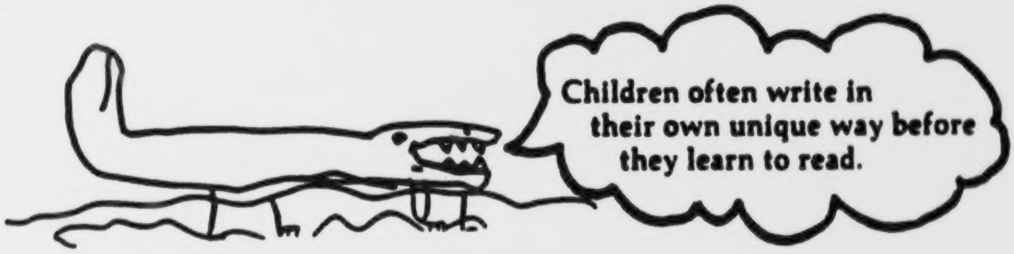




When children live in an active learning environment which includes writing and writings, they develop writing behaviors. Children label their block constructions and paintings, make grocery lists in the housekeeping area, and take messages over the play phone.

When teachers write dictated labels, stories, etc. the process of writing is modeled for children. While the meaning of the content is stressed, the mechanics are simultaneously being modeled within the context of writing.

Children are more likely to write when they are learning in an evironment where a variety of tools and materials for writing are abundant and interesting hands-on experiences provide something to write about. Children use pictures and their own invented spellings to capture their messages and the teacher attends to the message of the writing.


Children often write in their own unique way before they learn to read.

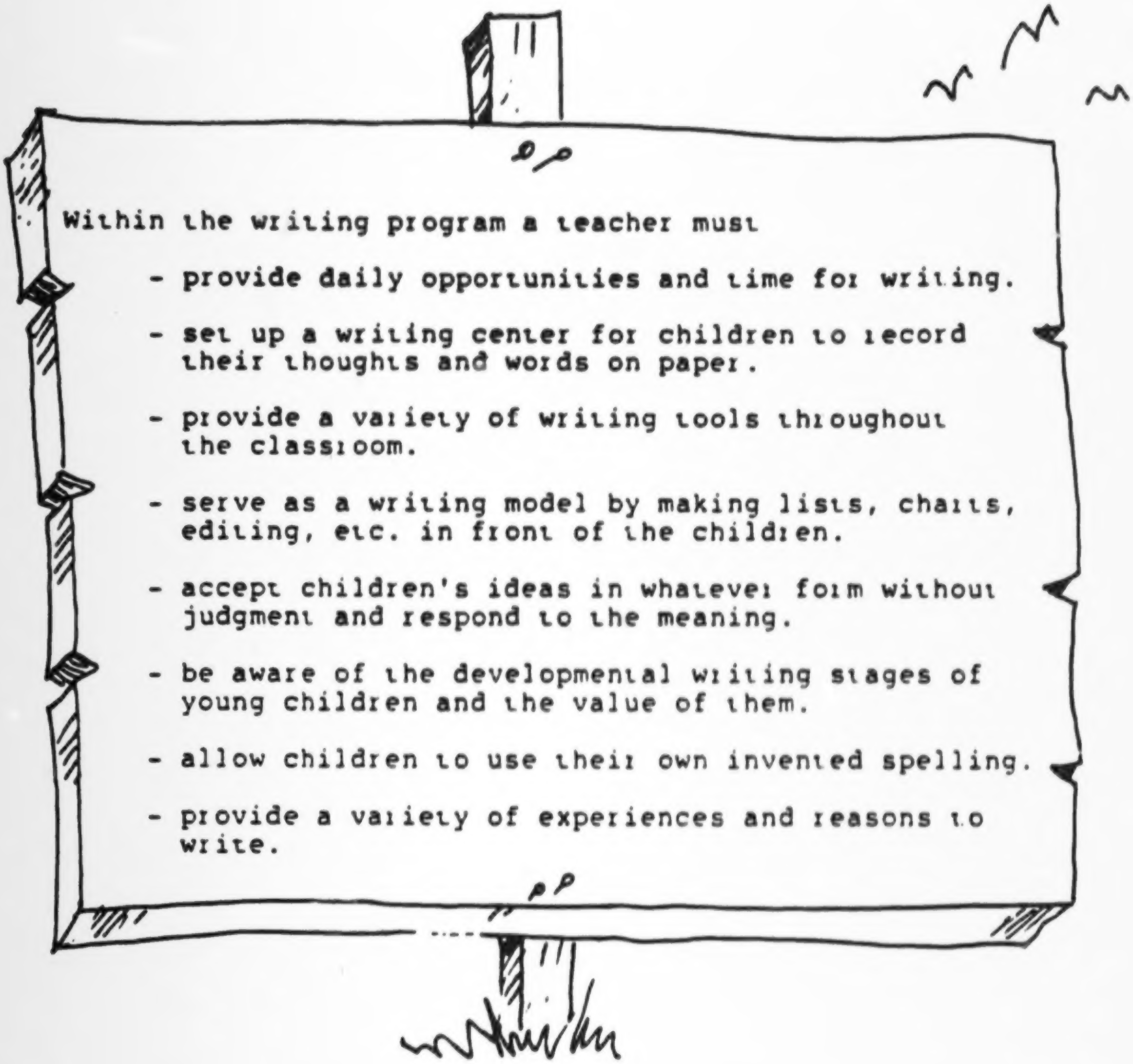
"The children write about things they know in their environment and things in which they are truly interested."

Carol Chomsky

Activities to start kids writing

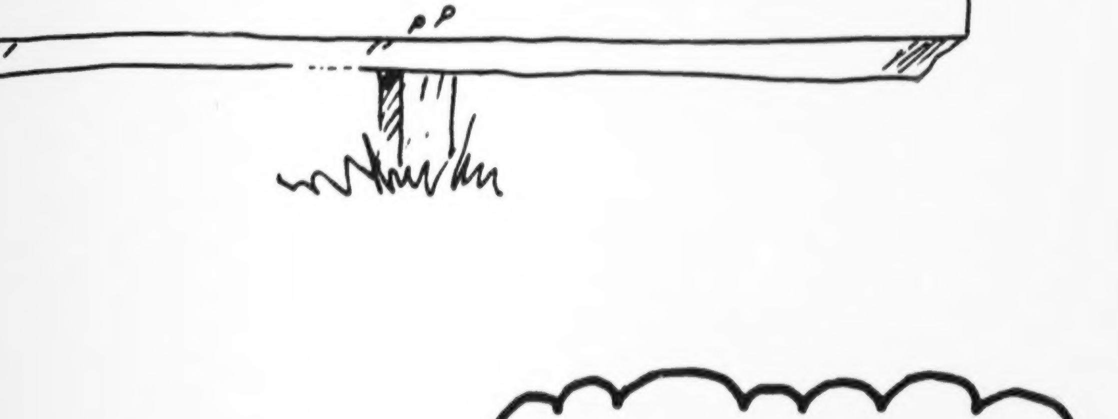
- .Notes and letters
- .Labels
- .Journals
- .Books,- class and individual
- .Invitations
- .Thank you's
- .Experiences in the classroom

The most exciting thing about writing in kindergarten is the opportunity for teachers to delight in what children can do.

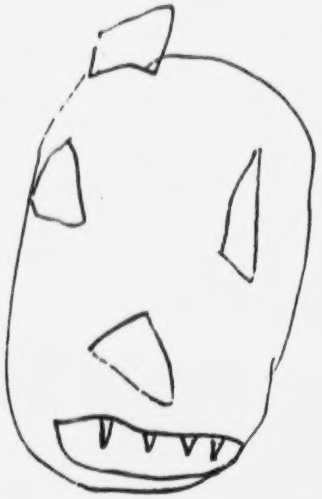


Within the writing program a teacher must

- provide daily opportunities and time for writing.
- set up a writing center for children to record their thoughts and words on paper.
- provide a variety of writing tools throughout the classroom.
- serve as a writing model by making lists, charts, editing, etc. in front of the children.
- accept children's ideas in whatever form without judgment and respond to the meaning.
- be aware of the developmental writing stages of young children and the value of them.
- allow children to use their own invented spelling.
- provide a variety of experiences and reasons to write.


children need adults who understand that the errors they make are an important part of the writing process.

Beginning Kindergarten Writing

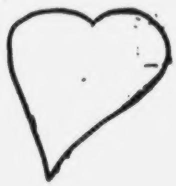


Pictures only

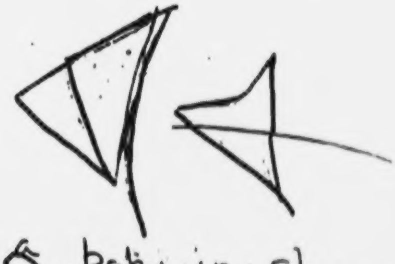
Jack-o'-lantern

Heart.

HIPh



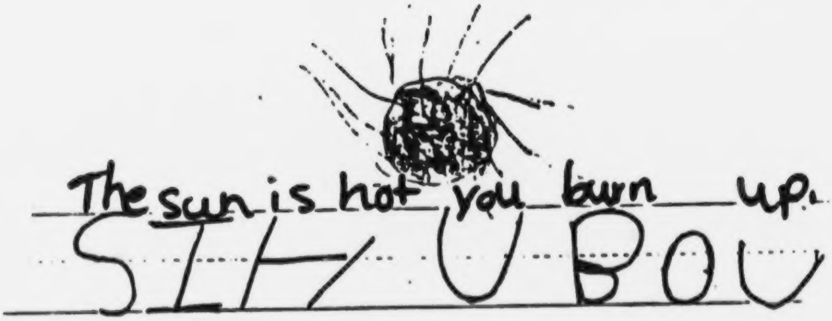
Symbols only



There's a baby in stars.

NRP

Average Kindergarten Writing



The sun is hot you burn up.

SIH/ U BOU

Mostly beginning sounds

Elephants have long noses.

LFN

Above Average Kindergarten Writing

Beginning sounds, ending sounds and some middle sounds

Jup Iterharhds.

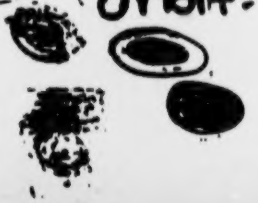
Jupiter ho spot

Planets

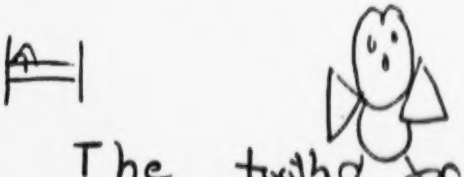
POSt

Ort

orbit.

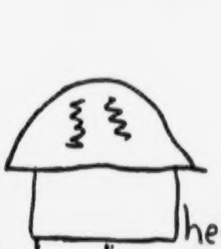


Superior Kindergarten Writing



The tooth fairy will
theath Frewill
Picd P thetoo
pick up the tooth.
th.

Beginning, middle and ending sounds



I hear popcorn
I Hr PoP
Cnd PoPing
popping

THE WRITING PROCESS

I. Pre-writing

- A. Choosing topic and form
- B. Identifying audience
- C. Rehearsing to organize ideas

Techniques:
- Young children draw pictures before they write.
- Brainstorm ideas, talking with an adult or peer.
- Ask questions such as:
  - What does the character look like?
  - How does it feel?
  - When did this happen?
  - What will happen next?
  - How did it happen?
  - Why did it happen?
- Write ideas down.
- Make a web or cluster of ideas.

II. Writing

Techniques:
Review the guidelines to use in writing first crafts.
- Use inventive spelling.
- Skip lines (Use that space to put in extra words or replace some that are edited out.
- Keep big margins (Put extra thoughts or substitutions there.)
- Circle any words you aren't sure you spelled correctly. (Corrections can be made later.)
- Don't stop to erase, just cross out and keep going. (Children need to be free to have a messy first draft; all writers have them!)
- Encourage children to work on pieces of writing until they have finished or move on to another piece of writing.

III. A. Revising

1. Evaluating content for accuracy, sequence, and clarity.
2. Refining language of sentence structure and word choice.

Techniques:

- Children tell or read what they have written.
- Listener tells back what they heard.
- Listener asks questions about the piece of writing.
- Writer decides if the piece was clear or what must be added or deleted.
- Writer decides if they told or showed what was happening in their piece of writing.

B. Editing

1. Proofreading for capitalization, punctuation, usage and spelling.
2. Rewriting with attractive arrangements and neat handwriting.

Techniques:

- Children read aloud what they have written and decide where it is necessary to punctuate.
- Use a checklist of skills kept in the writing folder.
- Look up circled words in the dictionary; assist with the spelling of others.
- Encourage neat handwriting for work that is displayed or published.

WORDLESS BOOKS

Alexander	BoBo's Dream
Alexander	Out! Out! Out!
Ardizzone	The Wrong Side of the Bed
Aruego	Look What I Can Do
Bird	The Sticky Child
Briggs	The Snowman
Carle	Do You Want to Be My Friend?
Crews	Truck
de Paola	The Hunter and the Animals
de Paola	Pancakes for Breakfast
Emberley	A Birthday Wish
Givoannetti	Max
Goodall	The Adventures of Paddy Pork
Goodall	The Ballooning Adventures of Paddy Pork
Goodall	Creepy Castle
Goodall	Jacko
Goodall	The Midnight Adventures of Kelly, Dot, and Esmeralda
Goodall	Naughty Nancy
Goodall	Paddy Finds a Job
Goodall	Paddy Goes Traveling
Goodall	Paddy Pork's Holiday
Goodall	Paddy's Evening Out
Goodall	Paddy's New Hat
Goodall	Shrewbettina Goes to Work
Goodall	Shrewbettina's Birthday
Heller	Lilly at the Table
Hogrogian	Apples
Hughes	Up and Up
Hutchins	Changes, Changes
Hutchins	Rosie's Walk
Keats	Skates
Kent	The Scribble Monster
Krahn	April Fools
Krahn	Catch That Car
Krahn	The Creepy Thing
Krahn	A Flying Saucer Full of Spaghetti
Krahn	The Great Ape
Krahn	The Mystery of the Giant Footprints
Krahn	Sebastian and the Mushroom
Krahn	The Self-Made Snowman
Lisker	Lost
Mayer	Ac-Choo!
Mayer	A Boy, a Dog, and a Frog
Mayer	Bubble, Bubble, Bubble
Mayer	Frog Goes to Dinner
Mayer	Frog On His Own
Mayer	Frog, Where Are You?
Mayer	The Great Cat Chase
Mayer	One Frog Too Many
Mayer	Two Moral Tales
Mayer	Two More Moral Tales
Park	Charlie-Bob's Wish
Spier	Noah's Ark
Spier	Peter Spier's Christmas
Spier	Peter Spier's Rain
Sugita	Little John and Me
Turkle	Deep in the Forest
Ward	The Silver Pony
Winter	The Bear and the Fly

PREDICTABLE BOOKS

Author	Title
Lobel Arnold	A Treeful of Pigs
Jefers Susan	All The Pretty Horses
Parish Peggy	Amelia Bedelia
Flack Marjorie	Ask Mr. Bear
Hitte Kathryn	Boy, Was I Mad
Martin Bill	Brown Bear, Brown Bear What do You See?
Deregnier Beatrice	Catch a Little Fox
Martin Bill	David Was Mad
Einsel Wait	Did You Ever See
Zolotow Charlotte	Do You Know What I'll Do?
Vogel Ilse	Don't Be Scared Book
Ahlberg Jan	Each Peach, Pear, Plum
Martin Bill	"Fire! Fire! Fire!" Said Mrs. McGuire
Charlip Remy	Fortunately
Spier Peter	Fox Went Out On A Chilly Night
Aliki	Go Tell Aunt Rhody
Spier Peter	Gobble Growl Grunt
Jacobs Leland	Good Night, Mr. Beetle
Brown Margaret	Goodnight Moon
Hazen Barbara	Gorilla Did It
Tolstoy Alex	Great Big Enormous Turnip
(song)	Green Grass Grows All Around
O'Neill Mary	Hailstones and Halibut Bones
Schultz Charles	Happiness Is A Sad Song
Schultz Charles	Happiness Is A Warm Puppy
Galdone Paul	Henny Penny
Brown Margaret	Home for a Bunny
Zemach Margaret	Hush Little Baby
Martin Bill	I Am Freedom's Child
Cameron P.	"I Can't," Said The Ant
Bonne Rose	I Know An Old Lady
Jerome J.	I Never Saw...
Brandenbe F.	I Once Knew A Man
Barchas S.	I Was Walking Down The Road
Domanska Janina	If All The Seas Were One Sea
Stover Jo Ann	If Everybody Did
Mayer Mercer	If I Had...
Viorst Judi	I'll Fix Anthony
Brown Margaret	Important Book
Ets Marie H.	In The Forest
Krauss Ruth	Is This You
Shaw Carle	It Looked Like Split Milk
Zolotow Charlotte	Janey
Zemach Harve	Judge-An Untrue Tale
Worstell E.	Jump The Rope Jingles
Mayer Mercer	Just For You
Lobel Anita	King Rooster Queen Hen
Emberley Ed	Klippity Klop
Cook Bernard	Little Fish That Got Away

(Many of the listed books are available in school libraries)

Galdone Paul	Little Red Hen
Wright H.	Maker of Boxes
Wolcott Pat	Marvelous Mud Washing Machine
Zolotow Charlotte	May I Visit
Carle Eric	Mixed Up Chameleon
Asch Frank	Monkey Face
Polushkin Maria	Mother, Mother I Want Another
Sutton Eve	My Cat Likes To Hide In Boxes
Aliki	My Five Senses
Viorst Judi	My Mama Says There Aren't Zombies
Alexander Martha	Nobody Asked If I Wanted Baby
Guilfoile Elizabeth	Nobody Listens to Andrew
Wells R.	Noisy Nora
Hoban Russell	Nothing To Do
Langstaff John	Oh A Hunting We Will Go
Baum Arline	One Bright Monday Morning
Hogrogian Nonny	One Fine Day
Shulevitz Uri	One Monday Morning
Alain	One, Two, Three Going To Sea
Emberley Barbara	One Wide River To Cross
Keats Ezra	Over In The Meadow
Langstaff John	Over In The Meadow
Wolcott Pat	Pickle Pickle Pickle Juice
Ets Marie H.	Play With Me
Martin Bill	Poor Old Uncle Sam
Zolotow Charlotte	Quarreling Book
Scheer Julian	Rain Makes Applesauce
Viorst Judith	Rosie and Michael
Hutchins Pat	Rosie's Walk
Sullivan Jo	Round Is A Pancake
Duff Maggie	Rum Pum Pum
Becker John	Seven Little Rabbits
Emberley Ed	Simon's House
Emberley Ed	Simon's Song
Zolotow Charlotte	Someday
Seuling Barbara	Teeny Tiny Woman
Preston Edna	Temper Tantrum Book
Mack Stan	Ten Bears In My Bed
Kent Jack	The Fat Cat
Carle Eric	The Grouchy Ladybug
Suess Dr.	There's a Wocket in My Pocket!
Pettigre S.	There Was An Old Lady
Adams Pam	This Old Man
Galdone Paul	Three Bears
Galdone Paul	Three Billy Goats
Blair Susan	Three Billy-Goats Gruff
Galdone Paul	Three Little Pigs
Mosel Arlen	Tikki Tikki Tembo
Hutchins Pat	Titch
Macgovern A.	Too Much Noise
Udry Janice	Tree Is Nice
Benjamin R.	Trees
Martin Bill	Turning Of The Year

Wildsmith Brian	Twelve Days of Christmas
Scheer Julian	Upside Down Day
Ellentuck S.	Upside Down Man
Carle Eric	Very Hungry Caterpillar
Alexander Martha	We Never Get To Do Anything
Laurence E.	We're Off To Catch A Dragon
Skarr Grace	What Do The Animals Say
Joslin Sesyle	What Do You Do, Dear
Joslin Sesyle	What Do You Say, Dear
Charlip Remy	What Good Luck! What Bad Luck!
Rossetti Christina	What Is Pink?
Memling C.	What's In The Dark?
Preston Edna	Where Did My Mother Go?
Brown Margaret	Where Have You Been?
Hill Eric	Where's Spot??
Martin Bill	Whistle, Mary Whistle
Nodset Joan	Who Took The Farmers Hat?
Kraus Robert	Whose Mouse Are You?
Deregnier Beatrice	Willy Odwyer Jumped In Fire

ALPHABET BOOKS

Author	Title
Tudor Tasha	A Is for Annabelle
Munari Bruno	ABC
Seuss Dr.	ABC
Wildsmith Brian	ABC
Garten Jan	Alphabet Tale
Williams Garth	Big Golden Animal ABC
Rey H.A.	Curious George Learns the Alphabet
Newberry Clare	Kitten's ABC
Goodman Willard	Noah's Ark ABC
Zacks Irene	Space Alphabet

BOOKS ABOUT SHAPE AND SIZE

Author	Title
Gergor Arthur	1, 2, 3, 4, 5
Tudor Tasha	1 is One
Kraus Ruth	A Hole Is to Dig
Sendak Maurice	Alligators All Around
Hoban Tana	Circles, Triangles, and Squares
	Counting
Federico Helen	Golden Happy Book of Numbers
Myller Rolf	Shapes
Shaw Charles	It Looked Like Spilt Milk
Lionni Leo	Little Blue and Little Yellow
Brown Marcia	Listen to a Shape
	One Was Johnny
Reiss John	Shapes
Hoban Tana	Shapes and Things
Ungerer Romi	Snail, Where Are You?
Asch Frank	Turtle Tale
Wildsmith Brian	What the Moon Saw
Emberley Ed	Wing on a Flea

A BIBLIOGRAPHY OF PATTERNED BOOKS

Miscellaneous Patterns:

TITLE	AUTHOR	APPROX. PRICE
A HOUSE IS A HOUSE FOR ME	Mary Ann Hoberman	$12.00
A KISS IS ROUND	Karla Kustin	8.00
BEARS IN THE NIGHT	S. & J. Berenstein	6.00
BIGGEST HOUSE IN THE WORLD, THE	Leo Lionni	8.00
BROWN BEAR, BROWN BEAR	Bill Martin, Jr.	7.00
CHICKEN LITTLE	Barry Zaid	1.95 & 12.0
CHICKEN SOUP WITH RICE	Maruice Sendak	5.95
COLOR OF HIS OWN	Leo Lionni	8.00
DID YOU EVER SEE?	Walter Einsel	1.95
DO YOU KNOW WHAT I'LL DO?	Charlotte Zolotow	11.50
DON'T FORGET THE BACON	Pat Hutchins	8.50
FORTUNATELY	Remy Charlip	8.00
GINGERBREAD BOY (MAN), THE	Paul Galdone	8.00
GOOD NIGHT MOON	Margaret Wise Brown	1.95
GOOD NIGHT, OWLS	Pat Hutchins	9.00
GROUCHY LADYBUG, THE	Eric Carle	9.00
I DON'T, I DO	Leland B. Jacobs	6.50
I KNOW A STORY (COLLECTION OF OLD STORIES)		5.00
IF I HAD	Mercer Mayer	7.00
I LIKE BUGS	Margaret Wise Brown	8.00
I PAINT THE JOY OF A FLOWER	Bill Martin, Jr.	Instant Reader
IMPORTANT BOOK, THE	Margaret Wise Brown	7.00
IT LOOKED LIKE SPILT MILK	Charles G. Shaw	9.00
LEO THE LATE BLOOMER	Robert Kraus	11.00
LITTLE RED HEN, THE	Paul Galdone	7.00
MAGIC FISH, THE	Freya Littledale	1.50
MAY I BRING A FRIEND?	de Regniers	2.00
MONDAY I WAS AN ALLIGATOR	Susan Pearson	7.00
MONDAY, MONDAY, I LIKE MONDAY	Bill Martin, Jr.	Instant Reader

Miscellaneous Patterns, continued:

TITLE	AUTHOR	APPROX. PRICE
*MY CAT LIKES TO HIDE IN BOXES	Eve Sutton	
MY FIVE SENSES	Aliki	2.00
MY DAYS ARE MADE OF BUTTERFLIES	Bill Martin, Jr.	Instant Reader
OH, LORD, I WISH I WAS A BUZZARD	Polly Greenberg	7.00
ONCE UPON A TIME	Collection of Stories	4.50
PIERRE	Maurice Sendak	6.00
PLAY WITH ME	Marie Hall Ets	6.25
RAIN	Robert Kalan	8.00
RAIN MAKES APPLESAUCE	Julian Scheer	9.00
RUNAWAY BUNNY, THE	Margaret Wise Brown	6.00
"SOUND OF" BOOKS	Bill Martin, Jr.	-
SPRING IS A NEW BEGINNING	Joan Walsh Aglund	5.00
SERENDIPITY BOOKS	Nineteen Titles	75.00
TAILYPO, THE	Joanna Galdone	8.00
TEENY TINY WOMAN, THE	Seuling	6.50
THREE BEARS, THE	Paul Galdone	2.00
THREE BEARS, THE, AND FIFTEEN OTHER STORIES	Anne Rockwell	9.50
TIGER CUB READERS (16 titles)	Robert & Marlene McCracken	25.00
TREEFUL OF PIGS	Anita Lobel	8.50
TURNING OF THE YEAR, THE	Bill Martin, Jr.	Instant Reader
VERY HUNGRY CATERPILLAR, THE	Eric Carle	9.00
WHAT DO YOU DO, DEAR?	Sesyle Joslin	6.50
WHAT DO YOU DO WITH A KANGAROO	Mercer Mayer	2.00
*WHAT GOOD LUCK, WHAT BAD LUCK (Similar text in Fortunately)	Remy Charlip	-
WHERE IN THE WORLD IS HENRY?	Lorna Balian	6.00
WHOSE MOUSE ARE YOU?	Robert Kraus	8.00
WOULD YOU RATHER?	John Burningham	9.00

*These books are out of print. However, some teachers may have a copy or it may be found in your school library.

Cumulative Books, Number Patterns, and Countdowns, continued:

TITLE	AUTHOR	APPROX. PRICE
TEN LITTLE SQUIRRELS	Bill Martin, Jr. (Adaptation)	Instant Reader
THE FUNNY OLD MAN AND THE FUNNY OLD WOMAN	Young Owl Book	set only
TOO MUCH NOISE	Ann McGovern	$10.00
WHERE IS MY SHOE	Gloria Gaulke	8.00

Play-On-Word Books:

AMELIA BEDELIA	Peggy Parish	5.00
IT'S RAINING, SAID JOHN TWAINING	N. M. Bodecker	6.50
SQUARE BEAR, THE	William Cole	1.50
THE KING WHO RAINED	Fred Gwynne	10.00

Prepositional Phrase Books:

KLIPPITY KLOP	Edward R. Emberley	5.00
ROSIE'S WALK	Pat Hutchins	7.00
SNAKE IN, SNAKE OUT	Linda Banchek	7.00
THE VISIT	Diane Wolkenstein	5.00

Songs in Individual Books:

FROG WENT A COURTIN'	John Langstaff	5.00
GO TELL AUNT RHODY	Aliki	6.00
HUSH LITTLE BABY	Harve & Margot Zemach	8.00
I KNOW AN OLD LADY	Rose Bonne	3.00
OLD MACDONALD HAD A FARM	Crawford	4.50
SKIP TO MY LOU	Robert Quackenbush	8.00
THE FOX WENT OUT ON A CHILLY NIGHT	Peter Spier	7.00
TWELVE DAYS OF CHRISTMAS	Brian Wildsmith	3.00

FOLK AND FAIRY TALES

Author	Title
Untermeyer Louis	Aesop's Fbles
Winter Milo	Aesop for Children
White Anne	Aesop's Fables
Nicleodhas Sorche	Always Room For One More
Claus Richard	Brave Little Tailor
Wahl Jan	Cabbage Moon
Hutchinson Veronica	Candle-Light Stories
Hutchinson Veronica	Chimney Corner Stories
Slobodkina Esphyr	Caps for Sale
Cooney Barbara	Chanticleer and the Fox
Perrault Charles	Cinderella
Haviland Virginia	Favorite Fairy Tales Told in England
Haviland Virginia	Favorite Fairy Tales Told in France
Haviland Virginia	Favorite Fairy Tales Told in Germany
Haviland Virginia	Favorite Fairy Tales Told in Ireland
Haviland Virginia	Favorite Fairy Tales Told in Norway
Haviland Virginia	Favorite Fairy Tales Told in Poland
Haviland Virginia	Favorite Fairy Tales Told in Russia
Haviland Virginia	Favorite Fairy Tales Told in Scotland
Haviland Virginia	Favorite Fairy Tales Told in Spain
Hutchinson Veronica	Fireside Stories
Bishop Clarri	Five Chinese Brothers
Langstaff John	Frog Went a Courtin'
Nestrick Nova	Gingerbread Boy
Gorunier Catherine	Golden Seed
Gag Wanda	Gone is Gone
DeAngeli Marguerite	Goose Girl
Galdone Paul	Hare and Tortoise
Chase Richard	Jack and the Three Sillies
Keats Ezra	John Henry
Sawyer Ruth	Journey Cake, Ho!
LaFontaine	Lion and the Rat
Trez Denise	Little Knight's Dragon
Gag Wanda	Millions of Cats
LaFontaine	North Wind and the Sun
Langstaff John	Ol' Dan Tucker
Brown Marcia	Once a Mouse
Emberley Barbara	One Wide River to Cross
Fischer Hans	Puss n' Boots
Grimm Jacob	Rapunzel
Grimm Jacob	Seven Ravens
Grimm Jacob	Shoemaker and the Elves
Grimm Jacob	Sleeping Beauty
Grimm Jacob	Snow White and Rose Red
Tresselt Alvin	The Mitten
Zemach Harvey	Nail Soup
Zemach Harvey	Salt
Grimm Jacob	Stone Soup
Grimm Jacob	Three Gay Tales
Galdone Paul	Three Wishes
LeGrand	When the Mississippi Was Wild
Lindgren Astrod	Tomten and the Fox
Calhoun Mary	Witch of Missing Hill
Grimm Jacob	Wolf and the Seven Little Kids

PICTURE BOOKS

Author	Title	Publisher
Carle Eric	1 2 3 To The Zoo	World
Goodall John	Adventure Paddy Pork	Harcourt
Flack Marjorie	Angus and the Cat	
Flack Marjorie	Angus and the Ducks	
Flack Marjorie	Angus Lost	
Anno Mitsumasa	Annos Animals	Collins
Anno Mitsumasa	Annos Britain.	Philomel
Anno Mitsumasa	Annos Counting Book	Crowell
Anno Mitsumasa	Annos Italy	Crowell
Anno Mitsumasa	Annos Journey	Collins
Ets Mary	Another Day	
Flack Mary	Ask Mr. Bear	
Hoban Russell	Baby Sister for Frances	
Goodall John	Ballooning Adventures in Paddy Pork	Harcourt
Winter Paul	Bear and the Fly A Story	Crown
Hoban Russell	Bedtime for Frances	
Hoban Tana	Big Ones, Little Ones	Greenwillo
Emberely Ed	Birthday Wish	Little
Mayer Mercer	Boy, A Dog and A Frog	Dial
Hoban Russell	Bread and Jam for Frances	
Mayer Mercer	Bubble, Bubble	Four Winds
Hutchins Pat	Changes, Changes	Macmillan
Carroll Ruth	Chimp and The Clown	Walck
Burton Virginia	Choo Choo	
Goodall John	Creepy Castle	Atheneum
Hoff Sydney	Danny and the Dinosaur	
Turkle Brinton	Deep In The Forest	Dutton
Hoban Tana	Big Drill Dump Fill	Greenwillo
Anno Mitsumasa	Dr. Annos Magical Midnight Circus	Weatherhil
Ueno Noriko	Elephant Buttons	Harper
Averill Esther	Fire Cat	
DePaola Tomi	Flicks	Harcourt
Mayer Mercer	Frog Goes to Dinner	Dial
Mayer Mercer	Frog On His Own	Dial
Mayer Mercer	Frog Where Are You	Dial
Krahn Fernando	Funny Friend From Heaven	Lippincott
Morris Terry	Good Night Dear Monster	Knopf
Bang Molly	Grey Lady and Strawberry Snatcher	Four Winds

Zion Gene	Harry and the Dirty Dog	
Zion Gene	Harry and the Lady Next Door	
Mayer Mercer	Hiccup	Dial
DePaola Tom	Hunter and the Animals	Holiday
Ets Mary	In The Forest	
Hoff Sydney	Julius	
Ets Mary	Just Me	
Krahn Fernando	Little Love Story	Lippincott
Burton Virginia	Mike Mulligan and his Steam Shovel	
Ets Mary	Mister Penny	
Ets Mary	Mister Penny's Circus	
Ets Mary	Mister Penny's Race Horse	
Krahn Fernando	Mystery of the Giant Footprint	Dutton
Zion Gene	No Roses for Harry	
Spier Peter	Noah's Ark	Doubleday
Mayer Mercer	Oops	Dial
Goodall John	Paddy Porks Holiday	Atheneum
Goodall John	Paddy's Evening Out	Atheneum
Goodall John	Paddy's New Hat	Atheneum
DePaola Tomie	Pancakes for Breakfast	Harcourt
Spier Peter	Peter Spiers Rain	Doubleday
Leats Ezra	Peter's Chair	
Duvoisin Roger	Petunia	
Zion Gene	Plant Sitter	
Ets Mary	Play With Me	
Krahn Fernando	Robot Bot Bot	Dutton
Hoff Sydney	Sammy the Seal	
Krahn Fernando	Sebastian and The Mushroom	Delacorte
Goodall John	Shrewbettinas Birthday	Harcourt
Winter Paul	Sir Andrew	Crown
Krahn Fernando	Sleep Tight, Alex Pumpernickel	Little
Ungerer Tom	Snail, Where Are You?	Harper
Leaf Munro	Story of Ferdinand	
Burton Virginia	The Little House	
Charlip Remy	Thirteen	Parents Ma
Anno Mitsumasa	Topsy-Turvies	Walker
Crews Donald	Truck	Greenwillow
Carrol Ruth	What Whiskers Did	Walck
Keats Ezra	Whistle for Willy	
Freeman Donald	Who Took the Farmer's Hat	
Flack Marjorie	William and His Kitten	

PHILOSOPHY

FOR

MATH

Kindergarten children need to experience math concepts using a variety of concrete materials. Symbols are an abstraction and it takes multiple real experiences before the concepts can be percieved abstractly. Kindergarten math begins with exploration of materials. The next steps are patterning, sorting and classifying which lead to logical thinking. Other concepts the Kindergarten child should explore are counting, comparing and graphing. Finally the Kindergarten child will work with the quantity of numbers, numbers at the connecting level and symbolic level. This early foundation of concrete experiences forms the base for success in higher mathematics.

INSERT AFTER MATH PHILOSOPHY (LIGHT BLUE)

KINDERGARTEN MATH VOCABULARY

DATA ANALYSIS AND PROBABILITY			
How Many/cuántos More-Less/más/menos Estimate/estimar Predict/predecir	Same as/equal/igual Least/fewer/el más pequeño/no muchos Guess/adivinar Compare/comparar	Classify/clasificar Graph/gráfica Tubbings/ Tally/llevar la cuenta	Measure/medir First/primero Last/último
GEOMETRY			
Circle/circulo Square/cuadro Triangle/triángulo	Rectangle/rectángulo Line/linea Point/punto	Top-bottom/arriba-abajo Near-far/cerca/lejos High-low/alto-bajo	Shape/forma
MEASUREMENT			
Long/largo Short/corto	Heavy-light/pesado-liviano Short-tall/corto-alto	Thick-thin/grueso-delgado Big-little/grande-chico	Weigh/pesar
NUMBER SYSTEM			
Sets (groups)/grupos	Counting/contando	Empty set/grupo vacio	Numerals/numeral
PATTERNS/FUNCTIONS/AND REASONING			
Same-different/igual-diferente Alike/semejante	Patterning/patrón Sequencing/secuencia o sucesión	Sort/separar, ordenar o arreglar Snap-Clap/sonar los dedos-palmear	Unifix cubes/cubos "unifix" Mirrors/espejos

sb June 27, 1989

PRIMARY MATH VOCABULARY

DATA ANALYSIS AND PROBABILITY

Graph/gráfica
Bar Graph/gráfica de barros
Calendar/calendario

Chart/tabla
Table/tabla
Pictograph/pictografía
Map/mapa
Survey/encuesta
Compare/comparación
Line-graph/gráfica lineal
Coordinate/gráfica coordinada

Number pairs/pares de números
Tally/registro
Data/datos
Probability/probabilidad

GEOMETRY

Solid/sólidos
sphere/esfera
Cone/cono
Cylinder/cilindro
Cube/cubo
Triangle/triángulo
Rectangle/rectángulo
Square/cuadrado
Circle/circulo
Plane figure/figuras planas
Figure/figura
Same size and shape/tamaño y form iguales

Rectangular prism/prisma rectangular
Solid figure/figura sólida
Side/lado
Corner/esquina
Square corner/esquina cuadrada
Line segment/segmento de linea recta
Symmetry/simetría

Angle/ángulo
Congruent figures/figuras congruentes
Edge/arista
Face/cara
Line/linea
Right angle/ángulo recto
Vertex/vértice
Similarity/semejanza

MEASUREMENT

Hour/hora
Half hour/media hora
Quarter hour/cuarto de hora
Minute hand/minutero
Clock/reloj
Time/tiempo
Hour hand/horario
Calendar/calendario
Week/semana
Day/día

O'clock/en punto
Digital clock/relojes digitales
Five minute interval/intervalos de cinco minutos
Fifteen minute interval/intervalos de quince minutos

A.M./A.M.
P.M./P.M.

PRIMARY VOCABULARY CONTINUED

MEASUREMENT CONTINUED

Longest/el más largo
Shortest/el más corto
Inch/pulgada
Centimeter/centímetro
Liter/litro
Square centimeter/centímetro cuadrado
Area/área
Kilogram/kilogramo
Cup/taza
Pint/pinta
Quart/cuarto
Pound/libra
Celsius/celsius
Fahrenheit/fahrenheit
Temperature/temperatura
Estimation/estimación

Half inch/media pulgada
Square inch/pulgada cuadrada
Unit/unidad
Perimeter/perímetro
Volume/volumen
Kilometer/kilometro
Meter/metro
Gallon/galón
Weight/peso
Scale/balanza
Gram/gramo
Degree/grado

Milliliter/mililitro
Foot/pié
Yard/yarda
Mile/milla
Ounce/onza

NUMBER SYSTEM

Counting/contar
Numbers to 50 in word form/números a 50 en forma escrita
Tens and ones/decenas y unidades
Between/entre
Place Value/valor relativo
Number line/linea numérica

Before/antes
After/después
Place value chart/tabla de valor relativo
Sixty/sesenta
Seventy/setenta
Eighty/ochenta
Groups of 100/grupos de centenas

Expanded form/forma desarollada
Digit/dígito
Whole numbers/números enteros
Rounding/redondeo
Estimate/estimación

Equal parts/partes iguales
Fractions/fracción
One half/un medio
One third/un tercio
One fourth/un cuarto
One fifth/un quinto

Numerator/numerador
Denominator/denominador
Whole/entero
Halves/mitades
Thirds/tercios
Fourths/cuartos
Fifths/quintos
Sixths/sextos
Eights/octavos
Tenths/decimos

Equivalent fraction/fracción equivalente
Decimal/decimal

PRIMARY VOCABULARY CONTINUED

NUMBER SYSTEM CONTINUED

Add/sumar
Subtract/restar
Sum/suma
Addition sentence/proposición de suma
Vertical addition/suma vertical
Regrouping/reagrupar
Subtraction sentence/proposición de resta

Addend/sumando
Addition facts/suma de conjuntos
Plus/más
Equals/igual a
Subtraction facts/resta de conjuntos
Difference/diferencia
Minus/menos
Fact family/familias de conjuntos
Missing addends/sumandos que faltan
Multiplication/multiplicación
Factor/factor
Product/producto
Multiply/multiplica
Vertical form/forma vertical

Division/división
Dividend/dividendo
Divisor/divisor
Quotient/cociente
Remainder/residuo
Tree diagrams/diagrama de árbol

Penny/centavo
Nickel/moneda de cinco
Dime/moneda de diez
Quarter/viente y cinco
Dollar/dólar

Half-dollar/medio dólar
Bank/banco

Cent sign/signo de centavo
Dollar sign/digno de dólares

Ordering/ordenamiento
Greatest than/es mayor que
Less than/es menor que
Ordinal numbers/numeros ordenales

Skip counting/contar en intervalos
Ordinal words/palabras ordinales
First-tenth/primero-decimo
Eleventh-thirtieth/onceno-trigésimo
Comparing/comparación

Order/orden
Property/propiedad de ordenamiento
Grouping property/propiedad de agrupamiento

PATTERNS/FUNCTIONS/AND REASONING

Order/ordenamiento
More/más
Less/menos
One more/uno más
One less/uno menos
Patterns/modelos
Addition patterns/modelos de suma
Subtraction patterns/modelos de resta
Doubles/dobles

Odd number/números impares
Even number/números pares
Count forward/cuenta hacia adelante
Count backward/cuenta hacia atras
Predict/predecir

Ordered pairs/par ordenado

INTERMEDIATE MATH VOCABULARY

DATA ANALYSIS AND PROBABILITY

Probability/probabilidad
Tally/registro
Ratio/razon
Average/promedio
Line graph/gráfica lineal
Circle graph/gráfica circular
Bar grap/gráfica de barras
Pictograph/pictografía
Calendar/calendario

Equal ratio/razon equivalente
Percent/porcentaje
Ordered pairs/par ordenado
Broken line graphs/gráfica de linea quebrada
Mean/media
Median/mediana
Mode/moda
Range/rango
Equally likely-not equally/likely/igualmente probable-no son igualmente probables
Certain impossible-coordinates/coordenadas

Geometry

Line/linea
Line segment/segmento de linea
End points/extremo
Intersecting lines/lineas de intersección
Parallel lines/lineas paralelas
Ray/rayo
Angle/ángulos
Side/lado
Right angle/ángulo recto
Polygon/polígonos
Quadrilateral/cuadrilátero
Triangle/triángulo
Pentagon/pentágono
Hexagon/hexágono
Octagon/octagono
Rectangle/rectángulo

Square/cuadrado
Radius/radio
Center of circle/centro del círculo
Diameter/diámetro
Compass/compás
Congruent/congruentes
Similar/similar
Symmetry/simetría
Lines of symmetry/ejes de simetría
Rectangular prism/prisma rectangular
Face/cara
Edge/arista
Sphere/esfera
Triangular prism/prisma triangular
Cube/cubo
Pyramid/pirámide
Cone/cono
Cylinder/cilindro

Protractor/transportador
Perpendicular lines/lineas perpendiculares
Diagonal/diagonal
Plane/plano
Point/punto
Prism/prismas
Congruent polygons/polígonos congruente
Congruent angles/ángulos congruentes
Solid figure/figuras sólidas

Measurement

Second/segundo
Quarter to/cuarto paralas
Quarter past/y cuarto
Half past/y media
Day/día
Week/semana

Month/mes
Year/año
Minute/minuto
Hour/hora
A.M./A.M.
P.M./A.M.

Elapsed time/tiempo transcurrido

Number System

Area/área
Perimeter/perímetro
Centimeter/centímetro
Meter/metro
Kilometer/kilimetro
Liter/litro
Milliliter/mililitro
Inch/pulgada
Foot/pie
Yard/yarda
Mile/milla
Gram/gramo

Kilogram/kilogramo
Ounce/onza
Pound/libra
Ton/tonelada
Cup/taza
Pint/pinta
Quart/cuarto
Gallon/galón
Volume/volumen
Fahrenheit/fahrenheit
Thermometer/thermometro
Celsius/celsius
Estimate/estima

Milligram/miligramo
Millimeter/mililitro

Expanded form/forma desarollada
Standard form/forma usual
Tenths/décimos
Hundredths/centésimos

Number line/recta númerico
Rounding/redondeo
Estimate/estimación

Numerator/numerador
Denominator/denominador
Equivalent fraction/fracciones equivalentes
Simplest forms/forma simplificada
Mixed numbers/números mixtos

Unlike fractions/fracciones con denominadores distintos
Ratios/razón
Decimals/decimales
Tenths/décimos
Hundredths/centésimos
percent/porcentaje

INTERMEDIATE VOCABULARY CONTINUED

NUMBER SYSTEM CONTINUED

Dividend/**dividendo**
Divisor/**divisor**
Quotient/**cociente**
Missing factor/**factores que faltan**
Prime factors/**factores primos**
Factor trees/**árboles factoriales**
Remainder/**residuo**
Divisibility/**divisibilidad**
Addend/**sumando**
Sum/**suma**

Difference/**diferencia**
Missing addend/**sumando que falta**
Operations/**operación**
Regroup/**reagrupamiento**
Factor/**factor**
Product/**producto**
Family of facts/**familias de conjuntos**
Multiple/**múltiplo**
Number sentence/**proposición numérica**

Common multiple/**múltiplo común**
Lowest common multiple/**mínimo común múltiplo**
Greatest common factors/**máximo común factor**
Common factors/**factores comunes**
Prime number/**número compuesto**
Composite numbers/**número compuesto**
Prime factorization/**factorización por primos**

Greater than/**mayor que**
Less than/**menor que**
Equal to/**es igual a**
Not equal to/**es diferente de**
Order property/**propiedad de**
Grouping property/**propiedad de agrupamiento**
Zero property/**propiedad del cero**

Property of one/**propiedad de uno**
Property of zero/**propiedad del cero**
Communative property/**propiedad conmutativa**
Associative property/**propiedad asociativa**
Identity property/**propiedad identidad**
Distributive property/**propiedad distributiva**

Patterns/Functions/and Reasoning

Ordered pairs/**par ordenado**
Even numbers/**núeros pares**
Odd numbers/**números impares**

KINDERGARTEN

ITBS

DATA ANALYSIS AND PROBABILITY

DAP-1 USE TERMINOLOGY RELATED TO DATA ANALYSIS AND PROBABILITY APPROPRIATE TO GRADE LEVEL

Use terminology related to Data Analysis and Probability appropriate to kindergarten.

DAP-6 COLLECT, ORGANIZE AND INTERPRET DATA USING LISTS, TABLES, AND GRAPHS

Explore the concept of graphing using concrete, pictorial, and symbolic graphs.

GEOMETRY

G-1 USE GEOMETRIC TERMINOLOGY APPROPRIATE

Use Geometric terminology appropriate to kindergarten.

G-2 USE SEVERAL GEOMETRIC SHAPES TO MAKE OTHER GEOMETRIC SHAPES IN TWO AND THREE DIMENSIONS

Manipulate geometric shapes.

Recognize two dimensional figures by their shapes and identify their component parts.

MEASUREMENT

M-1 USE TERMINOLOGY RELATED TO MEASUREMENT APPROPRIATE TO GRADE LEVEL

Use terminology related to Measurement appropriate to kindergarten.

M-3 ESTIMATE AND PREDICT

Compare weights of objectives.

Use non-standard units of measure to solve problems.

NUMBER SYSTEM

N-1 USE TERMINOLOGY RELATED TO THE NUMBER SYSTEM APPROPRIATE TO GRADE LEVEL

Use terminology related to the Number System appropriate to kindergarten.

KINGERGARTEN CONTINUED

ITBS

NUMBER SYSTEM CONTINUED

N-3 USE OF MANIPULATIVES APPROPRIATE TO GRADE

Develop concept of number with use of manipulatives.

Explore basic concept of addition and subtraction.

Form pattern sets of 1, 2, 3, to 10.

Represent fractions with manipulatives.

N-8 SOLVE WORD AND STORY PROBLEMS

Interpret and solve word problems by using role playing, pictures, and models.

N-9 UNDERSTAND INEQUALITIES AND ORDERING OF

Match equivalent sets.

Identify and arrange numerals in order from 0-10.

PATTERNS/FUNCTIONS/REASONING

PFR-1 USE TERMINOLOGY RELATED TO PATTERNS, FUNCTIONS AND REASONING APPROPRIATE TO GRADE LEVEL

Use terminology related to Patterns, Functions and Reasoning appropriate to kindergarten.

PFR-2 EXPAND GEOMETRIC OR ARITHMETIC PATTERNS

Identify, reproduce, extend and create patterns.

PFR-3 CLASSIFY AND SORT SETS (NUMBERS AND SHAPES)

Classify and Sort objects by observing relationships and making generalizations.

FIRST GRADE

ITBS

DATA ANALYSIS AND PROBABILITY

DAP-1 **USE TERMINOLOGY RELATED TO DATA ANALYSIS AND PROBABILITY APPROPRIATE TO GRADE LEVEL**

Use terminology related to Data Analysis and Probability appropriate to first grade.

DAP-6 **COLLECT, ORGANIZE, AND INTERPRET DATA USING LISTS, TABLES AND**

Construct and/or read graphs.

GEOMETRY

G-1 **USE GEOMETRIC TERMINOLOGY APPROPRIATE TO**

Use Geometric terminology appropriate to first grade.

G-2 **USE SEVERAL GEOMETRIC SHAPES TO MAKE OTHER GEOMETRIC SHAPES IN TWO AND THREE DIMENSIONS**

Manipulate Geometric shapes.

Recognize two dimensional figures by their shapes and identify their component parts.

MEASUREMENT

M-1 **USE TERMINOLOGY RELATED TO MEASUREMENT APPROPRIATE TO GRADE LEVEL**

Use terminology appropriate to first grade.

M-3 **ESTIMATE AND PREDICT**

Compare weights of objects.

M-5 **MEASURE WITH APPROPRIATE INSTRUMENT**

Use appropriate instrument to measure length and weight.

M-7 **USE OF MEASUREMENT**

A. **Measure Length, Volume, and Weight**

Measure pints and quarts.

B. **Measure Time**

* Tell time to hour and half on digital and analog clocks.

C. **Measure Temperature**
Interpret temperature as hot or cold by looking at a thermometer.

ITBS

NUMBER SYSTEM

N-1

USE TERMINOLOGY RELATED TO THE NUMBER SYSTEM APPROPRIATE TO GRADE LEVEL

Use terminology related to the Number System appropriate to first grade.

N-3

USE MANIPULATIVES APPROPRIATE TO GRADE LEVEL

Explore basic concept of addition and subtraction.

Form patterns of 1, 2, 3, to 10.

Represent fractions with manipulatives.

N-4

UNDERSTAND PLACE VALUE

A. **Change numbers from word form to standard form.**

Numerals to 100.

N-5

PERFORM AND RECALL MENTAL CALCULATIONS AND BASIC FACTS

A. **Basic facts/Recall**

Sums and differences to 10.

N-6

PERFORM ARITHMETIC OPERATIONS

A. **Whole Numbers**

Add and subtract two digit numbers without regrouping.

N-7

EXPLORE AND USE MONEY

*　Explore and recognize money--penny, nickel, dime, and quarter.

N-8

SOLVE WORD AND STORY PROBLEMS

Interpret and solve word problems by using role playing, pictures, and models.

*　Solve problems by relating addition and subtraction to real situations.

ITBS

NUMBER SYSTEM CONTINUED

N-9 **UNDERSTAND INEQUALITIES AND ORDERING OF NUMBERS**

Compare whole numbers to 99.

Use ordinal numbers to compare and order quantities.

* Select a fraction which equals a given shaded area.

PATTERNS/FUNCTIONS/REASONING

PFR-1 **USE TERMINOLOGY RELATED TO PATTERNS, FUNCTIONS, AND REASONING APPROPRIATE TO GRADE LEVEL**

Use terminology related to Patterns, Functions, and Reasoning appropriate to first grade.

PFR-2 **EXPAND GEOMETRIC OR ARITHMETIC PATTERNS**

Identify, reproduce, extend and create patterns.

Explore the patterns created in numbers expecially by 2's, 5's, 10's, and 100's, using manipulatives.

PFR-3 **CLASSIFY AND SORT SETS (NUMBERS AND SHAPES)**

Classify and sort objects by observing relationships and making generalizations.

ITBS

DATA ANALYSIS AND PROBABILITY

DAP-1 **USE TERMINOLOGY RELATED TO DATA ANALYSIS AND PROBABILITY APPROPRIATE TO GRADE LEVEL**

Use terminology related to Data Analysis and Probability appropriate to second grade.

DAP-7 **COLLECT, ORGANIZE, AND INTERPRET DATA USING LISTS, TABLES AND GRAPHS**

Construct and/or read graphs.

GEOMETRY

G-1 **USE GEOMETRIC TERMINOLOGY APPROPRIATE TO GRADE LEVEL**

Use geometric terminology appropriate to the second grade.

G-2 **USE SEVERAL GEOMETRIC SHAPES TO MAKE OTHER GEOMETRIC SHAPES IN TWO AND THREE DIMENSIONS**

Manipulate geometric shapes.

Recognize two dimensional figures by their shapes and identify their component parts.

MEASUREMENT

M-1 **USE TERMINOLOGY RELATED TO MEASUREMENT APPROPRIATE TO GRADE LEVEL**

Use terminology related to Measurement appropriate to second grade.

M-3 **ESTIMATE AND PREDICT**

Compare weights of objects.

M-5 **MEASURE WITH APPROPRIATE INSTRUMENT**

* Select correct measurement to the nearest inch or centimeter.

M-7 **USE MEASUREMENT**

A. **Measure Volume, and Weight**
Measure quarts and gallons.

B. **Measure Time**
* Tell time to 5 minutes on digital and analog clocks.

C. **Measure Temperature**
* Read and interpret temperatures in Fahrenheit and Celsius.

SECOND GRADE CONTINUED

ITBS	NUMBER SYSTEM	
	N-1	**USE TERMINOLOGY RELATED TO THE NUMBER SYSTEM APPROPRIATE TO GRADE LEVEL**
		Use terminology related to the Number System appropriate to second grade.
	N-3	**USE MANIPULATIVES APPROPRIATE TO GRADE LEVEL**
		Explore basic concept of multiplication and division.
		Represent fractions with manipulatives.
		Place value to the 1,000's place.
	N-4	**UNDERSTAND PLACE VALUE**
*		A. **Change numbers from word form to standard form.** Numerals to 1,000.
*		B. **Identify place value of whole numbers.** Numerals to 1,000.
	N-5	**RECALL BASIC FACTS AND PERFORM MENTAL CALCULATIONS**
*		A. **Basic facts/Recall** Sums and differences to 18.
	N-6	**PERFORM ARITHMETIC OPERATIONS**
		A. **Whole numbers**
*		Add multiple addends up to two digit numbers with and without regrouping.
*		Subtract two digit numbers with and without regrouping.
	N-7	**EXPLORE AND USE MONEY**
*		Give the value of a collection of coins.
	N-8	**SOLVE WORD AND STORY PROBLEMS**
*		Solve problems by relating addition and subtraction to real situations.

ITBS	NUMBER SYSTEM CONTINUED
	N-9 UNDERSTAND INEQUALITIES AND ORDERING OF NUMBERS
	Identify and use the symbols >, <, =
*	Use ordinal numbers to compare and order quantities.
*	Count, write, and compare numbers to 1,000.
*	Select a fraction which equals a given shaded area.
	N-10 USE NUMBER PROPERTIES AND CONCEPTS
*	Select a missing addend.
	PATTERNS/FUNCTIONS/REASONING
	PFR-1 USE TERMINOLOGY RELATED TO PATTERNS, FUNCTIONS, AND REASONING APPROPRIATE TO GRADE LEVEL
	Use terminology related to Patterns, Functions, and Reasoning appropriate to second grade.
	PFR-2 EXPAND GEOMETRIC OR ARITHMETIC PATTERNS
*	Identify, reproduce, extend, and create patterns.
	Explore the patterns created in numbers, especially by 2's, 5's, 10's, and 100's, using manipulatives.
	PFR-3 CLASSIFY AND SORT SETS (NUMBERS AND SHAPES)
	Classify and sort objects by observing relationships and making generalizations.
	PFR-6 REASON WITH NUMERICAL EXPRESSIONS AND EQUATIONS
	Provide the correct operational symbol in a numerical equation.

THIRD GRADE

ITBS

DATA ANALYSIS AND PROBABILITY

DAP-1 USE TERMINOLOGY RELATED TO DATA ANALYSIS AND PROBABILITY APPROPRIATE TO GRADE LEVEL

Use terminology related to Data Analysis and Probability appropriate to third grade.

DAP-6 COLLECT, ORGANIZE, AND INTERPRET DATA USING LISTS, TABLES AND GRAPHS

* Collect, organize, represent, and interpret data using lists, tables, and graphs.

GEOMETRY

G-1 USE GEOMETRIC TERMINOLOGY APPROPRIATE TO GRADE LEVEL

* Use Geometric terminology appropriate to third grade.

G-2 USE SEVERAL GEOMETRIC SHAPES TO MAKE OTHER GEOMETRIC SHAPES IN TWO AND THREE DIMENSIONS

Manipulate geometric shapes.

Explore the filling of space using manipulatives.

Recognize two and three dimensional figures by their shapes and identify their component parts.

G-3 USE GEOMETRIC PRINCIPLES

Identify figures as congruent or similar.

Use geometric principles and ideas to solve problems.

MEASUREMENT

M-1 USE TERMINOLOGY RELATED TO MEASUREMENT APPROPRIATE TO GRADE LEVEL

Use terminology related to Measurement appropriate to third grade.

M-3 ESTIMATE AND PREDICT

* Estimate length, width, and volume using non-standard, English, and metric units of measure.

Solve problems to estimate length, volume, and weight.

M-4 USE PROBLEM SOLVING IN REAL SITUATIONS

* Use non-standard, metric, and English units of measure to solve problems.

THIRD GRADE CONTINUED

ITBS	MEASUREMENT CONTINUED
	M-5 MEASURE WITH APPROPRIATE INSTRUMENT
*	Select correct measurement to the nearest inch and ½ inch or centimeter.
	M-7 USE MEASUREMENT
	A. **Measure Volume and Weight** Measure quarts and gallons.
	B. **Measure Time** Tell time to 1 minute on digital and analog clocks. Solve problems involving measurement of time.
*	C. **Measure Temperature** Read and interpret temperatures in Fahrenheit and Celsius.
	NUMBER SYSTEM
	N-1 USE TERMINOLOGY RELATED TO THE NUMBER SYSTEM APPROPRIATE TO GRADE LEVEL
	Use terminology related to the Number System appropriate to third grade.
	N-3 USE MANIPULATIVES APPROPRIATE TO GRADE LEVEL
	Explore basic concept of multiplication and division. Represent fractions with manipulatives. Place value to 1,000.
	N-4 UNDERSTAND PLACE VALUE
*	A. **Changes numbers from word form to standard form.** Numerals to 10,000.
*	B. **Identify Place value of Whole Numbers** Numerals to 10,000.
	N-5 PERFORM MENTAL CALCULATIONS AND RECALL BASIC FACTS
*	A. **Basic Facts/Recall.** Sums and differences to 18.
*	Multiplication facts to 9 x 9.

ITBS	NUMBER SYSTEM CONTINUED
	N-6 PERFORM ARITHMETIC OPERATIONS
	A. Whole Numbers
	Add multiple three and four digit numbers with an without regrouping.
*	Subtract three and four digit numbers with and without regrouping.
*	Multiply any two and three-digit numbers by a single digit.
	N-7 EXPLORE AND USE MONEY
*	Give the value of a collection of coins.
*	Solve word problems with money as applied to real-life situations.
*	Use money to represent and compare decimal values.
	N-8 SOLVE WORD AND STORY PROBLEMS
	Solve one and two step problems by relating addition and subtraction to real situations.
*	Solve problems by relating multiplication and division to real situations.
	N-9 UNDERSTAND INEQUALITIES AND ORDERING OF NUMBERS
*	Use ordinal numbers to compare and order quantities.
*	Compare whole numbers to 10,000 using the symbols <, >, =.
*	Select a fraction which equals a given shaded area.
	N-10 USE NUMBER PROPERTIES AND CONCEPTS
*	Use informally the commutative, associative, and identity properties.
	N-12 RECOGNIZE AND USE RATIOS/PROPORTIONS
	Recognize fractional equivalents for 1/2, 1/3 and 1/4.

THIRD GRADE CONTINUED

ITBS

NUMBER SYSTEM CONTINUED

N-13 ROUND AND ESTIMATE

* Round a number to the nearest 10 and 100.

* Estimate answers to computational problems.

N-15 REPRESENT NUMERICAL RELATIONSHIPS ON A NUMBER LINE

Understand the concept of ordering real numbers by locating their corresponding points on a number line.

PATTERNS/FUNCTIONS/REASONING

PFR-1 USE TERMINOLOGY RELATED TO PATTERNS, FUNCTIONS, AND REASONING APPROPRIATE TO GRADE LEVEL

Use terminology related to Patterns/Functions/Reasoning appropriate to third grade.

PFR-2 EXPAND GEOMETRIC OR ARITHMETIC PATTERNS

Identify, reproduce, extend, and create patterns.

Use a concrete model to create a pattern and represent that pattern symbolically.

PFR-3 CLASSIFY AND SORT SETS (NUMBERS AND SHAPES)

Classify and sort objects by observing relationships and making generalizations.

PFR-5 GRAPH USING A RECTANGULAR GRID

* Graph ordered pairs

PFR-6 REASON WITH NUMERICAL EXPRESSIONS AND EQUATIONS

Provide the correct operational symbol in a numerical equation.

ITBS

DATA ANALYSIS AND PROBABILITY

DAP-1 ●

USE TERMINOLOGY RELATED TO DATA ANALYSIS AND PROBABILITY APPROPRIATE TO GRADE LEVEL

Use terminology related to Data Analysis and Probability appropriate to fourth grade.

DAP-6

USE OBSERVATIONS TO ESTIMATE PROBABILITIES AND MAKE INTERPRETATIONS

Predict and record the probability of events from simple experiments.

Determine if the probability is high or low of simple events and draw conclusions or make interpretations.

DAP-7

COLLECT, ORGANIZE, AND INTERPRET DATA USING LISTS, TABLES AND GRAPHS

* Collect, organize, represent, and interpret data using lists, tables, and graphs.

GEOMETRY

G-1

USE GEOMETRIC TERMINOLOGY APPROPRIATE TO GRADE LEVEL

Use Geometric terminology appropriate to fourth grade.

G-2 ●

USE SEVERAL GEOMETRIC SHAPES TO MAKE OTHER GEOMETRIC SHAPES IN TWO AND THREE DIMENSIONS

Visualize, draw, and construct two and three dimensional figures through concrete experiences.

Recognize two dimensional figures by their shapes and identify their component parts.

G-3

USE GEOMETRIC PRINCIPLES

Identify geometric properties-symmetry, congruence, similarity, parallelism, and perpendicularity.

* Use geometric principles and ideas to solve problems.

MEASUREMENT

M-1

USE TERMINOLOGY RELATED TO MEASUREMENT APPROPRIATE TO GRADE LEVEL

Use terminology related to Measurement appropriate to fourth grade.

M-3

ESTIMATE AND PREDICT

● Estimate lengths, area, volume, and weight, and check by measuring English and metric units.

ITBS

MEASUREMENT CONTINUED

M-4 USE PROBLEM SOLVING IN REAL SITUATIONS

* Use non-standard, metric, and English units of measure to solve problems.

M-5 MEASURE WITH APPROPRIATE INSTRUMENT

* Select correct measurement to the nearest inch, ½ inch, and ½ centimeter.

M-7 USE OF MEASUREMENT

A. **Measure Length, Volume, and Weight**
* Measure weight to the nearest ounce and gram.

B. **Measure Time**
Solve problems involving measurement of time.

C. **Measure Temperature**
* Read and interpret temperatures in Fahrenheit and Celsius.

NUMBER SYSTEM

N-1 USE TERMINOLOGY RELATED TO THE NUMBER SYSTEM APPROPRIATE TO GRADE LEVEL

Use Number System terminology related to the Number System appropriate to fourth grade.

N-3 USE OF MANIPULATIVES APPROPRIATE TO GRADE LEVEL

Represent fractions with manipulatives.

Use manipulatives to show whole numbers and decimals.

N-4 UNDERSTAND PLACE VALUE

A. **Change numbers from word form to standard form.**
* Numerals to 1,000,000

B. **Identify Place Value of Whole Numbers**
* To 1,000,000's

C. **Identify Place Value of Decimals**
Tenths and hundredths

D. **Read and Write Rational Numbers**
* Whole numbers, fractions, and decimals

N-5 RECALL BASIC FACTS AND PERFORM MENTAL CALCULATIONS

A. **Basic facts/Recall**
* Division facts to 81 ÷ 9.

* All operations with reasonable speed.

ITBS

NUMBER SYSTEM CONTINUED

N-6 **PERFORM ARITHMETIC OPERATIONS**

A. **Whole Numbers**

* Add any multiple digit addends with and without regrouping.

* Subtract any whole numbers with and without regrouping.

* Multiply any multiple-digit number by a two-digit number.

* Divide a multiple-digit whole number by a one-digit divisor.

B. **Fractions**

Compute a fraction of a whole number.

Add and subtract fractions with like denominators.

N-7 **EXPLORE AND USE MONEY**

* Solve word problems with money as applied to real-life situations.

* Solve two step story problems with whole numbers and money.

N-8 **SOLVE WORD AND STORY PROBLEMS**

* Solve one and two step story problems by relating addition, subtraction, multiplication and division to real-life situations; include time, temperature, money, distance, and weight.

N-9 **UNDERSTAND INEQUALITIES AND ORDERING OF NUMBERS**

* Compare whole numbers to one million using <, >, =.

N-10 **USE NUMBER PROPERTIES AND CONCEPTS**

* Identify and use number properties of addition and multiplication.

N-11 **CONVERT BETWEEN AND AMONG FRACTIONS, DECIMALS AND PERCENTS**

* Convert to equivalent fractions, higher or lower terms.

Convert among fraction, decimal, and percent.

FOURTH GRADE CONTINUED

ITBS

NUMBER SYSTEM CONTINUED

N-12 RECOGNIZE AND USE RATIOS AND PROPORTIONS

Use ratios and proportions to solve problems.

N-13 ROUND AND ESTIMATE

* Round whole numbers to nearest ten, hundred, or thousand.

* Round decimals to two places.

* Estimate to predict answers to computational problems and to check for reasonableness of answers.

N-15 REPRESENT NUMERICAL RELATIONSHIPS ON A NUMBER LINE

Understand the concept of ordering real numbers by locating their corresponding points on a number line.

N-16 USE CALCULATORS

Use a calculator in appropriate situations.

PATTERNS/FUNCTIONS/AND REASONING

PFR-1 USE TERMINOLOGY RELATED TO PATTERNS, FUNCTIONS, AND REASONING APPROPRIATE TO GRADE LEVEL

* Use terminology realted to Patterns, Functions, and Reasoning appropriate to fourth grade.

PFR-2 EXPAND GEOMETRIC OR ARITHMETIC PATTERNS

Identify, reproduce, extend, and create patterns.

PFR-3 CLASSIFY AND SORT SETS (NUMBERS AND SHAPES)

Classify and sort objects by observing relationships and making generalizations.

* Classify and categorize sets of numbers or groups of geometric shapes.

PFR-4 INTERPRET, ANALYZE, AND DRAW CONCLUSIONS FROM GRAPHS, TABLES AND CHARTS

* Interpret data from tables, charts, and/or graphs to determine relationships.

ITBS	PATTERNS/FUNCTIONS/AND REASONING CONTINUED
•	PFR-5 GRAPH USING A RETANGULAR GRID Graph ordered pairs.
	PFR-6 REASON WITH NUMERICAL EXPRESSIONS AND EQUATIONS Provide the correct operational symbol in a numerical equation.

FIFTH GRADE

ITBS

DATA ANALYSIS AND PROBABILITY

DAP-1 USE TERMINOLOGY RELATED TO DATA ANALYSIS AND PROBABILITY APPROPRIATE TO GRADE LEVEL

Use terminology related to Data Analysis and Probability appropriate to fifth grade.

DAP-2 EXPRESS PROBABILITY AS A RATIO OR FRACTION

Express probability as a ratio or fraction.

DAP-3 FIND RANGE, MEAN, MEDIAN, AND MODE

Find the mean (average) for a set of data.

DAP-5 USE OBSERVATIONS TO ESTIMATE PROBABILITIES AND MAKE INTERPRETATIONS

Determine if the probability is high or low of simple events and draw conclusions or make interpretations.

Determine the probability of simple events and draw conclusions or make interpretations.

* **DAP-6** COLLECT, ORGANIZE, AND INTERPRET DATA USING LISTS, TABLES, AND GRAPHS

Collect, organize, represent, and interpret data using lists, tables, and graphs.

GEOMETRY

G-1 USE GEOMETRIC TERMINOLOGY APPROPRIATE TO GRADE LEVEL

Use geometric terminology appropriate to fifth grade.

G-2 USE SEVERAL GEOMETRIC SHAPES TO MAKE OTHER GEOMETRIC SHAPES IN TWO AND THREE DIMENSIONS

Visualize, draw, and construct two and three dimensional figures through concrete experiences.

Recognize two and three dimensional figures by their shapes and identify their component parts.

G-3 USE GEOMETRIC PRINCIPLES

Identify geometric properties--symmetry, congruence, similarity, parallelism, and perpendicularity.

Use geometric principles and ideas to solve problems.

ITBS

GEOMETRY CONTINUED

G-4 CALCULATE AREA, CIRCUMFERENCE, PERIMETER, AND VOLUME USING FORMULAS

Compute area, and perimeter, and volume.

Use perimeter, area, and volume in problem solving activities.

MEASUREMENT

M-1 USE TERMINOLOGY RELATED TO MEASUREMENT APPROPRIATE TO GRADE LEVEL

Use terminology related to Measurement appropriate to fifth grade.

M-2 USE UNIT CONVERSIONS AND FORMULAS

A. Conversions

Perform Elementary Conversions.

M-3 ESTIMATE AND PREDICT

Estimate lengths, areas, volumes, and weights, and check by measuring English and metric units.

M-4 USE PROBLEM SOLVING IN REAL SITUATIONS

* Use non-standard, metric, and English units of measure to solve problems.

* Solve one-step word problems using area and perimeter.

M-5 MEASURE WITH APPROPRIATE INSTRUMENT

Select appropriate measurement instrument for a given task.

M-7 USE OF MEASUREMENT

A. Measure Length, Volume, and Weight

* Measure weight to the nearest ounce and gram.

B. Measure Time

Solve problems involving measurment of time.

C. Measure Temperature

Estimate and check temperature in Fahrenheit and Celsius.

ITBS		
	N-1	USE TERMINOLOGY RELATED TO THE NUMBER SYSTEM APPROPRIATE TO GRADE LEVEL
		Use terminology related to the Number System appropriate to fifth grade.
	N-2	FIND AND APPLY FACTORS AND MULTIPLES
*		**C. Greatest Common Factor**
*		**D. Least Common Multiple**
	N-3	USE MANIPULATIVES APPROPRIATE TO GRADE LEVEL
		Represent fractions with manipulatives.
		Use manipulatives to show whole numbers and decimals.
	N-4	UNDERSTAND PLACE VALUE
		A. Change numbers from word form to standard form. Numerals to 100 millions place.
		B. Identify Place Value of Whole Numbers To 100 million's place.
		C. Identify Place Value of Decimals Tenths and hundredths.
		D. Read and Write Rational Numbers Whole numbers, fractions, and decimals.
	N-5	RECALL BASIC FACTS AND PERFORM MENTAL CALCULATIONS
		A. Basic facts/Recall All operations with reasonable speed.
	N-6	PERFORM ARITHMETIC OPERATIONS
		A. Whole Numbers
*		Add any multiple digit addends with and without regrouping.
*		Subtract any whole numbers with and without regrouping.
*		Multiply and divide any whole number.
		Divide a multiple digit whole number by a two digit number.
		Divide a multiple digit whole number by a one-digit divisor

ITBS **NUMBER SYSTEM CONTINUED**

B. Fractions

Use basic operations for solving fraction and mixed number problems with like and unlike denominators (+, -, x, ÷).

C. Decimals

* Use basic operations for decimals (+, -, x, ÷).

N-7 EXPLORE AND USE MONEY

* Solve word problems with money as applied to real-life situations.

* Solve two step story problems with whole numbers and money.

N-8 SOLVE WORD AND STORY PROBLEMS

* Solve one and two-step story problems by relating addition, subtraction, multiplication and division to real-life situations; include time, temperature, money, distance, and weight.

N-9 UNDERSTAND INEQUALITIES AND ORDERING OF NUMBERS

Compare whole numbers, common fractions, and decimals using <, >, =.

N-10 USE NUMBER PROPERTIES AND CONCEPTS

* Identify and use number properties of addition and multiplication.

N-11 CONVERT BETWEEN AND AMONG FRACTIONS, DECIMALS, AND PERCENTS

* Convert to equivalent fractions, higher or lower terms.

* Convert among fraction, decimal, and percent.

* Change from mixed numbers to (improper) fractions and vice-versa.

N-12 RECOGNIZE AND USE RATIOS AND PROPORTIONS

Use ratios and proportions to solve problems.

FIFTH GRADE CONTINUED

ITBS		NUMBER SYSTEM CONTINUED
	N-13	ROUND AND ESTIMATE
*		Round whole numbers to nearest ten, hundred, or thousand.
*		Estimate to predict answers to computational problems and to check for reasonableness of answers.
*		Round decimals to the hundredths place.
	N-15	REPRESENT NUMERICAL RELATIONSHIPS ON A NUMBER LINE
		Understand the concept of ordering real numbers by locating their corresponding points on a number line.
	N-16	USE CALCULATORS
		Use a calculator in appropriate situations.
	N-17	CONVERT AND EXPRESS EXPONENTIAL, EXPANDED, AND SCIENTIFIC NOTATION
*		Convert numbers in base 10 notation to and from expanded notation.
		PATTERNS/FUNCTIONS/REASONING
	PFR-1	USE TERMINOLOGY RELATED TO PATTERNS, FUNCTIONS, AND REASONING APPROPRIATE TO GRADE LEVEL
		Use terminology related to Patterns, Functions, and Reasoning appropriate to fifth grade.
	PFR-2	EXPAND GEOMETRIC OR ARITHMETIC PATTERNS
		Identify, reproduce, extend, and create patterns.
	PFR-3	CLASSIFY AND SORT SETS (NUMBERS AND SHAPES)
*		Classify and categorize sets of numbers or groups of geometric shapes.
	PFR-4	INTERPRET, ANALYZE, AND DRAW CONCLUSIONS FROM GRAPHS, TABLES, AND CHARTS
		Interpret data from tables, charts, and/or graphs to determine relationships.

ITBS

PATTERNS/FUNCTIONS/REASONING CONTINUED

PFR-5

GRAPH USING A RECTANGULAR GRID

Graph ordered pairs.

PFR-6

REASON WITH NUMERICAL EXPRESSIONS AND EQUATIONS

Provide the correct operational symbol in a numerical equation.

Use order of operations to simplify numerical expressions.

MATH

SCOPE AND SEQUENCE CHARTS

April 18, 1989

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2. DATA ANALYSIS AND PROBABILITY.......pp. 4-5
3. GEOMETRY.............................pp. 6-8
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ALGEBRA

SKILL	ITBS	GRADE	SKILL DESCRIPTION
A-1			USE ALGEBRAIC TERMINOLOGY APPROPRIATE TO GRADE LEVEL
		6,7,8	(See Vocabulary Section)
A-2			SIMPLIFY EXPRESSIONS USING ORDER OF OPERATIONS
	*	6,7,8	Be familiar and proficient with the standard order of operations for whole numbers, fractions, and decimals.
A-3			EVALUATE ALGEBRAIC EXPRESSIONS
		7,8	Evaluate algebraic expressions by substituting values for the variables.
A-4			SOLVE WORD AND MATHEMATICAL PROBLEM SITUATIONS
		7,8	Represent mathematical relationships using variables.
A-5			SOLVE EQUATIONS INCLUDING PROPORTIONS
		7,8	Solve one-step and two-step equations using whole numbers, fractions, decimals, and intergers.
		8	Introduce inequalities using integers, fractions, and decimals.
		8	Solve linear equations in one variable and graph.

ALGEBRA

KEY
X = PRESENTED
* = ITBS

SKILL	CRITICAL LEARNINGS	K	1	2	3	4	5	6	7	8
A-1	Use Algebraic terminology appropriate to grade level.							X	X	X
A-2	Simplify expressions using order of operations.							X	X	X
A-3	Evaluate algebraic expressions.								X	X
A-4	Solve word mathematical problem situations.								X	X
A-5	Solve equations including proportions.								X	X

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DATA ANALYSIS AND PROBABILITY

SKILL	ITBS	GRADE	SKILL DESCRIPTION
D[illegible]-1			USE TERMINOLOGY RELATED TO DATA ANALYSIS AND PROBABILITY APPROPRIATE TO GRADE LEVEL
		K,1,2, 3,4,5, 6,7,8	(See Vocabulary Section)
DAP-2			EXPRESS PROBABILITY AS A RATIO OR FRACTION
		5,6, 7,8	Express probability as a ratio or fraction.
DAP-3			FIND RANGE, MEAN, MEDIAN, AND MODE
	*	5,6,	Find the mean (average) for a set of data.
	*	7,8	Find the range, mean, median, and mode for a set data.
DAP-4			SELECT AND USE APPROPRIATE PRINCIPLES OF COUNTING
		7,8	Use a list or tree diagram to count permutations or combinations.
[illegible]-5			USE OBSERVATIONS TO ESTIMATE PROBABILITIES AND MAKE INTERPRETATIONS
		4	Predict and record the probability of events from simple experiments.
		4,5,6	Determine if the probability is high or low of simple events and draw conclusions or make interpretations.
	*	5,6,7 8	Determine the probability of simple events and draw conclusions or make interpretations.
DAP-6			COLLECT, ORGANIZE, AND INTERPRET DATA USING LISTS, TABLES, AND GRAPHS
		K	Explore the concept of graphing using concrete pictorial and symbolic graphs.
		1,2	Construct and/or read graphs.
	* * *	3,4 5,6 7,8	Collect, organize, represent, and interpret data using lists, tables and graphs.
		6,7,8	Interpret and analyze data to determine relationships and draw conclusions.
		7,8	Generate a frequency distribution.

DATA ANALYSIS AND PROBABILITY

KEY
X = PRESENTED
* = ITBS

SKILL	CRITICAL LEARNINGS	K	1	2	3	4	5	6	7	8
DAP-1	USE TERMINOLOGY RELATED TO DATA ANALYSIS AND PROBABILITY APPROPRIATE TO GRADE LEVEL.	X	X	X	X	X	X	X	X	X
DAP-2	EXPRESS PROBABILITY AS A RATIO OR FRACTION.						X	X	X	X
DAP-3	FIND RANGE, MEAN, MEDIAN, AND MODE.						X*	X	X	X*
DAP-4	SELECT AND USE APPROPRIATE PRINCIPLES OF ACCOUNTING.								X	X
DAP-5	USE OBSERVATIONS TO ESTIMATE PROBABILITIES AND MAKE INTERPRETATIONS.					X	X	X	X	X*
DAP-6	COLLECT, ORGANIZE, INTERPRET DATA USING LISTS, TABLES, AND GRAPHS.	X	X	X	X*	X*	X*	X*	X*	X*

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SKILL	ITBS	GRADE	SKILL DESCRIPTION
			USE GEOMETRIC TERMINOLOGY APPROPRIATE TO GRADE LEVEL
		K,1,2	(See Vocabulary Section)
	*	3	
		4,5,6	
		7	
	*	8	
G-2			USE SEVERAL GEOMETRIC SHAPES TO MAKE OTHER GEOMETRIC SHAPES IN TWO AND THREE DIMENSIONS
		K,1,2	Manipulate geometric shapes.
		3	
		3	Explore the filling of space using manipulatives.
		4,5,6	Visualize, draw, and construct two and three dimensional figures through concrete experiences
		K,1,2	Recognize two dimensional figures by their shapes and identify their component parts.
		3,4	Recognize two and three dimensional figures by their shapes and identify their component parts.
	*	5,6,7	
		6	Explore Pi and its importance in the geometry of circles.
G-3			USE GEOMETRIC PRINCIPLES
		3	Identify figures as congruent or similar.
		4,5	Identify geometric properties-symmetry, congruence, similarity, parallelism, and perpendicularity.
	*	6	
		7,8	
		3	Use geometric principles and ideas to solve problems.
	*	4	
		5,6	
		7,8	
		6	Explore Pi and its importance in the geometry of circles.

GEOMETRY CONTINUED

SKILL	ITBS	GRADE	SKILL DESCRIPTION
G-4			CALCULATE AREA, CIRCUMFERENCE, PERIMETER, AND VOLUME USING FORMULAS
		5,6 7,8	Compute area, perimeter, and volume.
	*	5,6 7,8	Use perimeter, area, and volume in problem solving activities.
	*	7,8	Use formulas to find the circumference and area of a circle given the radius or diameter.
G-5			EXPLORE ANGLES
		6,7,8	Estimate measure and draw angles up to 180 degrees using a protractor.
		6,7,8	Recognize and classify angles as well as identify relationships between angles.
		7,8	Identify and understand the relationships of angles formed by the transversal of parallel lines.
G-6			APPLY GEOMETRIC FORMULAS
		8	Apply the Pythagorean Theorem.

GEOMETRY

KEY
X = PRESENTED
* = ITBS

SKILL	CRITICAL LEARNINGS	K	1	2	3	4	5	6	7	8
G-1	USE GEOMETRIC TERMINOLOGY APPROPRIATE TO GRADE LEVEL.	X	X	X	X*	X	X	X	X	X*
G-2	USE GEOMETRIC SHAPES TO MAKE OTHER GEOMETRIC SHAPES - 2D AND 3D.	X	X	X	X	X	X*	X*	X*	
G-3	USE GEOMETRIC PRINCIPLES.				X	X*	X	X*	X	X
G-4	CALCULATE AREA, CIRCUMFERENCE, PERIMETER, AND VOLUME USING FORMULAS.						X	X	X*	X*
G-5	EXPLORE ANGLES.							X	X	X
G-6	APPLY GEOMETRIC FORMULAS.									X

MEASUREMENT

SKILL	ITBS	GRADE	SKILL DESCRIPTION
M1		K,1,23 , 4 , 5 6,7,8	USE TERMINOLOGY RELATED TO MEASUREMENT APPROPRIATE TO GRADE LEVEL (See Vocabulary Section)
M2			USE UNIT CONVERSIONS AND FORMULAS
M2A			**A. CONVERSIONS**
		5,6	Perform Elementary Conversions
		6,7,8	Measure and convert English and metric units of length, volume and weight to equivalent units within the given system.
M2B			**B. FORMULAS**
		7,8	Use an appropriate formula to determine a measurement within the given system (when a direct measurement tool is unavailable).
M3			ESTIMATE AND PREDICT
		K,1,2	Compare weights of objects.
	*	3	Estimate length, width and volume using non-standard, English and metric units of measure. Solve problems to estimate length, volume, and weight.
		4,5,6 7,8	Estimate lengths, areas, volumes, and weights, and check by measuring English and metric units.
M4			USE PROBLEM SOLVING IN REAL SITUATIONS
	*	3,4,5	Use non-standard, metric, and English units of measure to solve problems.
	*	5, 6	Solve one-step word problems using area and perimeter.
	*	7, 8	Solve problems with measurements including distance, weight, time, area, capacity, and temperature.

SKILL	ITBS	GRADE	SKILL DESCRIPTION
M5			MEASURE WITH APPROPRIATE INSTRUMENT
		1	Use appropriate instrument to measure length and weight.
	*	2	Select correct measurement to the nearest inch or centimeter.
	*	3	Select correct measurement to the nearest 1/2 inch or centimeter.
	*	4	Select correct measurement to the nearest 1/4 inch or centimeter.
		5,6 7,8	Select appropriate measurement instrument for a given task.
		6,7,8	Use a protractor to measure and draw angles.
M6			RECALL BASIC MEASUREMENT FACTS
		6,7,8	Recall basic measurement equivalencies. Concerning length, temperature, weight, and volume.
M7			USE MEASUREMENT
M7A			**A. MEASURE LENGTH, VOLUME, AND WEIGHT**
		1	Measure pints and quarts
		2,3	Measure quarts and gallons.
	*	4,5	Measure weight to the nearest ounce and gram.
	*	6	Measure length and weight of a given object in both English and metric units.
	*	7,8	Measure length, volume and weight of a given object in both English and metric units.

MEASUREMENT CONTINUED

SKILL	ITBS	GRADE	SKILL DESCRIPTION
M7B			**B. MEASURE TIME**
	*	1	Tell time to hour and half on digital and analog clocks.
		2	Tell time to 5 minutes on digital and analog clocks.
		3	Tell time to 1 minute on digital and analog clocks.
		3 , 4 5,6	Solve problems involving measurement of time.
	*	7,8	
	*	6,7,8	Add and subtract measures of time and convert to hours.
M7C			**C. MEASURE TEMPERATURE**
		1	Interpret temperature as hot or cold by looking at a thermometer.
	*	2 , 3 , 4	Read and interpret temperatures in Fahrenheit and Celsius.
		5,6	Estimate and check temperature in Fahrenheit and Celsius.
	*	6 , 7 , 8	Solve problems utilizing temperature measurements.

KEY
X = PRESENTED
* = ITBS

MEASUREMENT

SKILL	CRITICAL LEARNINGS	K	1	2	3	4	5	6	7	8
M-1	USE TERMINOLOGY RELATED TO MEASUREMENT APPROPRIATE TO GRADE LEVEL.	X	X	X	X	X	X	X	X	X
M-2	USE UNIT CONVERSIONS AND FORMULAS.							X	X	X
	A. Conversions						X	X		
	B. Formulas								X	X
M-3	ESTIMATE AND PREDICT	X	X	X	X*	X	X	X	X	X
M-4	USE PROBLEM SOLVING IN REAL SITUATIONS				X*	X*	X*	X*	X*	X*
M-5	MEASURE WITH APPROPRIATE INSTRUMENT		X	X*	X*	X*	X	X	X	X
M-6	RECALL BASIC MEASUREMENT FACTS							X	X	X
M-7	USE OF MEASUREMENT		X	X	X	X	X	X	X	X
	A. Measure Length, Volume, and weight.		X	X	X	X*	X*	X*	X*	X*
	B. Measure Time.		X*	X	X	X	X	X	X*	X*
	C. Measure Temperature.		X	X*	X*	X*	X	X*	X*	X*

sb June 27, 1989

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Number System

SKILL	ITBS	GRADE	SKILL DESCRIPTION
N-1			USE TERMINOLOGY RELATED TO THE NUMBER SYSTEM APPROPRIATE TO GRADE LEVEL
		K,1,23 ,4,5 6,7,8	(See Vocabulary Section)
N-2			FIND AND APPLY FACTORS AND MULTIPLES
		6,7,8	**A. Prime Numbers/Composite Numbers**
		6,7,8	**B. Prime Factorization**
			C. Greatest Common Factor
		4	Find factors.
	*	5,6,7 8	Find greatest common factors.
			D. Least Common Multiple
		4	Find multiples.
	*	5,6,78	Find least common multiple.
		8	**E. Squares/Square Roots**
N-3			USE MANIPULATIVES APPROPRIATE TO GRADE LEVEL
		K	Develop concept of number with use of manipulatives.
		K,1	Explore basic concept of addition and subtraction.
		K,1	Form patterns of 1,2,3, to 10.
		2,3	Explore basic concept of multiplication and division.
		K,1,23 ,4,5 6,7,8	Represent fractions with manipulatives
		2,3	Place value to the 1,000's place.
		4,5,6	Use manipulatives to show whole numbers and decimals.

SKILL	ITBS	GRADE	SKILL DESCRIPTION
			USE MANIPULATIVE CONTINUED
		7,8	Integers represented by manipulatives.
		7,8	Demonstrate basic operations with integers and fraction using manipulatives.
N-4			**UNDERSTAND PLACE VALUE**
			A. Change numbers from word form to standard form.
		1	Numerals to 100
	*	2	Numerals to 1000
	*	3	Numerals to 10,000
	*	4	Numerals to 1,000,000
	*	5	Numerals to 100 million's place
		6,7	Numerals to billion's place
	*	8	Numerals to trillion's place
			B. Identify Place Value of Whole Numbers
	*	2	To 1000's
	*	3	To 10,000's
	*	4	To 1,000,000's
	*	5	To 100 millions place
	*	6,7	To billion's
	*	8	To trillion's

SKILL	ITBS	GRADE	SKILL DESCRIPTION
			PLACE VALUE CONTINUED
			C. Identify Place Value of Decimals
		4,5	Tenths and hundredths.
	*	6	Tenths, hundredths, and thousandths.
		7	Through ten-thousandths.
		7	Through millionths.
	*	8	
			D. Read and Write Rational Numbers
		4	Whole numbers, fractions, and decimals.
	*	5	
	*	6	Improper fractions and mixed numbers.
		7	
	*	7,8	Integers
N-5			RECALL BASIC FACTS AND PERFORM MENTAL CALCULATIONS
			A. Basic facts/Recall
		1	Sums and differences to 10.
	*	2,3	Sums and differences to 18.
	*	3	Multiplication facts to 9 x 9.
	*	4	Division facts to 81 ÷ 9.
	*	4,5,6	All operations with reasonable speed.
	*	7,8	
		7,8	**B. Mental Calculations to Solve Simple Problems.**

NUMBER SYSTEM CONTINUED

SKILL	ITBS	GRADE	SKILL DESCRIPTION
			PERFORM ARITHMETIC OPERATIONS
			A. Whole Numbers
		1	Add and Subtract two-digit numbers without regrouping.
	*	2	Add multiple addends up to two-digit numbers with and without regrouping.
	*	2	Subtract two-digit numbers with and without regrouping.
	*	3	Add multiple three and four-digit numbers with and without regrouping.
	*	3	Subtract three and four-digit numbers with and without regrouping.
	*	3	Multiply any two and three-digit numbers by a single digit.
	*	4,5, 6,7,8	Add any multiple digit addends with and without regrouping.
	*	4,5, 6,7,8	Subtract any whole numbers with and without regrouping.
	*	4	Multiply any multiple-digit number by a two-digit number.
	*	4,5	Divide a multiple-digit whole number by a one-digit divisor.
		5,6	Divide a multiple-digit whole number by a two-digit number.
	*	5,6 7,8	Multiply any whole numbers.
		6,7,8	Divide any multiple-digit whole number by a divisor up to three digits.

SKILL	ITBS	GRADE	SKILL DESCRIPTION
			OPERATIONS CONTINUED
			B. Fractions
	*	4	Compute a fraction of a whole number.
		4	Add and subtract fractions with like denominators.
	*	5,6 7,8	Use basic operations for solving fraction and mixed number problems with like and unlike denominators (+, -, x, +).
			C. Decimals
	*	5,6 7,8	Use basic operations for decimals (+, -, +, x)
			D. Percent
	*	6,7	Compute a percent of a number.
	*	7,8	Solve for the unknown in a percent problem.
			E. Integers
	 *	7 8	Use basic operations with integers (+, -, x, +)
N-7			EXPLORE AND USE MONEY
		1	Explore and recognize money-penny, nickel, dime, and quarter.
	*	2,3	Give the value of a collection of coins.
	*	3,4,5	Solve word problems with money as applied to real-life situations.
	*	3	Use money to represent and compare decimal values.
	*	4,5,6 7,8	Solve two step story problems with whole numbers and money.

NUMBER SYSTEM CONTINUED

SKILL	ITBS	GRADE	SKILL DESCRIPTION
N-8			SOLVE WORD AND STORY PROBLEMS
		K,1	Interpret and solve word problems by using role playing, pictures, and models.
	*	1,2	Solve problems by relating addition and subtraction to real situations.
	*	3	Solve one and two step problems by relating addition and subtraction to real situations.
	*	3	Solve problems by relating multiplication and division to real situations.
	*	4,5,6 7,8	Solve one and two step story problems by relating addition, subtraction, multiplication and division to real-life situations; include time, temperature, money, distance, and weight.
N-9			UNDERSTAND INEQUALITIES AND ORDERING OF NUMBERS
		K	Arrange and write numerals in order from 0-10.
		1	Compare whole numbers to 99.
		2	Identify and use the symbols >, <, =.
	*	1 2,3	Use ordinal numbers to compare and order quantities.
	*	2	Count, write, and compare numbers to 1000.
	*	3	Compare whole numbers to 10,000 using the symbols <, >, =.
	*	4	Compare whole numbers to one million using <, >, =.
	 *	1 2,3	Select a fraction which equals a given shaded area.
	*	5,6 7,8	Compare whole numbers, common fractions, and decimals using <, >, =.
		7,8	Compare integers using <, >, =.

NUMBER SYSTEM CONTINUED

SKILL	ITBS	GRADE	SKILL DESCRIPTION
N 10			USE NUMBER PROPERTIES AND CONCEPTS
	*	2	Select a missing addend.
	*	3	Use informally the commutative, associative, and identity properties.
	*	4,5	Identify and use number properties of addition and multiplication.
	*	6,7,8	Identify and use number properties to simplify expressions (number sentences) and calculations with whole numbers, decimals, and fractions, i.e., commutative, associative, distributive, and identity of one and zero.
N 11			CONVERT BETWEEN AND AMONG FRACTIONS, DECIMALS AND PERCENTS
		4	Convert to equivalent fractions, higher or lower terms.
	*	5,6	
		7	
	*	8	
		4	Convert among fraction, decimal, and percent.
	*	5,6	
	*	7,8	
	*	5,6,	Change from mixed numbers to (improper) fractions and vice-versa.
	*	7,8	
		6,7	Convert a denominator of 1/2, 1/4, 1/10, 1/100 to corresponding monetary values.

NUMBER SYSTEM CONTINUED

SKILL	ITBS	GRADE	SKILL DESCRIPTION
N[illegible]2			RECOGNIZE AND USE RATIOS AND PROPORTIONS
		3	Recognize fractional equivalents for 1/2, 1/3's and 1/4's.
	 *	4,5 6,7,8	Use ratios and proportions to solve problems.
N-13			ROUND AND ESTIMATE
	*	3	Round a number to the nearest 10 and 100.
	*	3	Estimate answers to computational problems.
	*	4,5	Round whole numbers to nearest ten, hundred, or thousand.
	*	4	Round decimals to two places.
	* *	4,5 6,7,8	Estimate to predict answers to computational problems and to check for reasonableness of answers.
	*	5	Round decimals to the hundredths place.
	*	6,7 8	Round numbers to a specified place value; whole numbers, and decimals.
N-14			IDENTIFY AND USE THE RULES OF ORDER OF OPERATIONS
	*	6,7,8	Identify and use the rule of order of operations.
N-15			REPRESENT NUMERICAL RELATIONSHIPS ON A NUMBER LINE
		3,4,5 6,7,8	Understand the concept of ordering number by locating their corresponding points on a number line.

SKILL	ITBS	GRADE	SKILL DESCRIPTION
N-16			USE CALCULATORS
		2,3	Explore a calculator in appropriate situations.
		4,5 6,7,8	Use a calculator in appropriate situations.
N-17			CONVERT AND EXPRESS EXPONENTIAL, EXPANDED, AND SCIENTIFIC NOTATIONS
	*	5	Convert numbers in base 10 notation to and from expanded notation.
	*	6	Express numbers up to eight digits in expanded number form including three-place decimals.
		6	Be able to write repeated factors in exponential form, and vice-versa.
	*	7	Convert exponential forms into factored form and exemplified form. Example: 2 x 2 x 2 = 8
		7	Use and label parts of expoential numbers.
		7	Write exponential forms of 10 using positive exponents.
	*	7	Convert numbers in base 10 notation to and from expanded notation including exponents. Example: 300 + 40 + 2 and 3 x 100 + 4 x 10 and 2 x 1
	*	8	Convert numbers in base 10 notation to and from expanded notation with and without exponents.
		6,7	Convert numbers in base 10 notation to and from scientific notation.

NUMBER SYSTEM

KEY
X = PRESENTED
* = ITBS

SKILL	CRITICAL LEARNINGS	K	1	2	3	4	5	6	7	8
N-1	USE TERMINOLOGY RELATED TO THE NUMBER SYSTEM APPROPRIATE TO GRADE LEVEL.	X	X	X	X	X	X	X	X	X
N-2	FIND AND APPLY FACTORS AND MULTIPLES.					X	X	X	X	X
	A. Prime/Composite Numbers							X	X	X
	B. Prime Factorization							X	X	X
	C. Greatest Common Factor					X	X	X	X	X*
	D. Least Common Multiple					X	X	X	X	X*
	E. Squares/Square Roots									X
N-3	USE MANIPULATIVES APPROPRIATE TO GRADE LEVEL.	X	X	X	X	X	X	X	X	X
N-4	UNDERSTAND PLACE VALUE		X	X	X	X	X	X	X	X
	A. Change Numbers From Word Form To Standard Form.		X	X*	X*	X*	X*	X	X	X*
	B. Identify Place Value of Whole Numbers.			X*	X*	X*	X*	X*	X*	X*
	C. Identify Place Value of Decimals.					X	X	X*	X	X*
	D. Read and Write Rational Numbers.					X	X*	X*	X*	X*
N-5	PERFORM AND RECALL MENTAL CALCULATIONS, BASIC FACTS		X	X*	X*	X*	X*	X*	X*	X*
N-6	PERFORM ARITHMETIC OPERATIONS		X	X	X	X	X	X	X	X

NUMBER SYSTEM CONTINUED

SKILL	SKILL DESCRIPTION	K	1	2	3	4	5	6	7	8
	A. Whole Numbers		X	X*	X*	X*	X*	X*	X*	X*
	B. Fractions					X*	X*	X*	X	X
	C. Decimals						X*	X*	X	X
	D. Percents							X*	X*	X*
	E. Integers								X	X*
N-7	EXPLORE AND USE MONEY		X	X*	X*	X*	X*	X*	X	X
N-8	SOLVE WORD AND STORY PROBLEMS	X	X	X*	X*	X*	X*	X*	X	X
N-9	UNDERSTAND INEQUALITIES AND ORDERING OF NUMBERS	X	X	X*	X*	X*	X*	X*	X	X
N-10	USE NUMBER PROPERTIES AND CONCEPTS			X*	X*	X*	X*	X*	X*	X*
N-11	CONVERT BETWEEN AND AMONG FRACTIONS, DECIMALS AND PERCENTS					X	X*	X*	X*	X*
N-12	RECOGNIZE AND USE RATIOS AND PROPORTIONS				X	X	X	X*	X*	X*
N-13	ROUND AND ESTIMATE				X*	X*	X*	X*	X*	X
N-14	IDENTIFY AND USE THE RULES OF ORDER OF OPERATIONS							X*	X*	X*
N-15	REPRESENT NUMERICAL RELATIONSHIPS ON A NUMBER LINE				X	X	X	X	X	X
N-16	USE CALCULATORS			X	X	X	X	X	X	X
N-17	CONVERT AND EXPRESS EXPONENTIAL, EXPANDED AND SCIENTIFIC NOTATION						X*	X*	X*	X*

PATTERNS/FUNCTIONS/REASONING

SKILL	ITBS	GRADE	SKILL DESCRIPTION
PFR-1			USE TERMINOLOGY RELATED TO PATTERNS, FUNCTIONS, AND REASONING APPROPRIATE TO GRADE LEVEL
			(See Vocabulary Section)
PFR-2			EXPAND GEOMETRIC OR ARITHMETIC PATTERNS
		K,1	Identify, reproduce, extend, and create patterns.
	*	2	
		3,4	
		5,6	
	*	7	
		8	
	*		
		1,2	Explore the patterns created in numbers especially by 2's, 5's 10's, and 100's, using manipulatives.
		3	Use a concrete model to create a pattern and represent that pattern symbolically.
PFR-3			CLASSIFY AND SORT SETS (NUMBERS AND SHAPES)
		K,1,23 ,4	Classify and sort objects by observing relationships and making generalizations.
	*	4,5,6 7,8	Classify and categorize sets of numbers or groups of geometric shapes.
PFR-4			INTERPRET, ANALYZE, AND DRAW CONCLUSIONS FROM GRAPHS, TABLES AND CHARTS
	*	4 5,6, 7,8	Interpret data from tables, charts, and/or graphs to determine relationships.
PFR-5			GRAPH USING A RECTANGULAR GRID
	*	3,4, 5,6	Graph ordered pairs.
	*	7	
		8	
PFR-6			REASON WITH NUMERICAL EXPRESSIONS AND EQUATIONS
		2,3 4,5	Provide the correct operational symbol in a numerical equation.
		5,6, 7,8	Use order of operations to simplify numerical expressions.

PATTERNS/FUNCTIONS/REASONING

KEY
X = PRESENTED
* = ITBS

SKILL	CRITICAL LEARNINGS	K	1	2	3	4	5	6	7	8
PFR-1	USE TERMINOLOGY RELATED TO PATTERNS, FUNCTIONS, AND REASONING APPROPRIATE TO GRADE LEVEL.	X	X	X	X	X	X	X	X	X
PFR-2	EXPAND GEOMETRIC OR ARITHMETIC PATTERNS.	X	X	X*	X	X	X*	X*	X	X*
PFR-3	CLASSIFY AND SORT SETS (NUMBERS AND SHAPES).	X	X	X	X	X*	X*	X*	X	X
PFR-4	INTERPRET, ANALYZE AND DRAW CONCLUSIONS FROM GRAPHS, TABLES AND CHARTS.					X*	X	X	X	X
PFR-5	GRAPH USING A RECTANGULAR GRID.				X*	X*	X	X	X*	X
PFR-6	REASONING WITH NUMERICAL EXPRESSIONS AND EQUATIONS.			X	X	X	X	X	X	X

CONCEPT-CONNECTING-SYMBOLIC

(1) CONCEPT LEVEL:

- children experience concepts through the use of concrete materials
- no symbolic representation of concept is introduced
- children interact with concept in a variety of ways, using a variety of materials

(2) CONNECTING LEVEL:

- concept is connected to mathematical symbolization that represents the concept
- teacher does the connecting
- child must already have a firm grasp of the concept

(3) SYMBOLIC LEVEL:

- children write mathematical symbols to represent concept
- may still use concrete materials
- symbols used to record concepts that have already been learned--- not as the vehicle for teaching concept

Young children need to experience math with a hands-on approach in order to build concepts and skills. As a result, the child begins the process of moving from a concrete to an abstract way of thinking.

PROCESS	HOW Suggested Activities	WHY Desired Outcomes
Exploring	-independent investigation	-becomes familiar with materials
Sorting Classifying Ordering	-identification by color, shape, size, other attributes	-sorts by two or more attributes
Patterning	-independent pattern making, group pattern making, teachers, pattern making	-extends, completes, describes, and analyzes patterns
Comparing	-graphing, measuring, weighing, matching groups one to one estimating	-understands and participates in mathematical operations
Counting/ Number Concepts	-independent counting activities, teacher directed counting activities	-correctly counts to 20, understands conservation of number, understands one to one correspondence
Sets and Operations	-identifying sets, making sets, matching and comparing sets, breaking sets into subsets, empty sets, graphing	-understands conservation of number, one to one correspondence, basic concept of addition and subtraction
Numerical recognition and writing	-tactile experience (salt, clay, sand), games	-recognizes numerals to 20, forms numerals to 20 properly
Money	-store activities, matching and comparing coins, sorting	-develops money awareness
Time	-time vocabulary, daily schedule, calendar activities, sequencing, clock	-develops an awareness of the constant passage of time
Problem Solving	-use in all previous stages, forecasting, planning, story problems	-produces higher level thinking

SCIENCE

Children with their intense curiosity are natural scientists.

Kindergarten science should provide oportunities for for nurturing children's natural curiosity, development of basic physical and life science concepts and development of science process and inquiry skills.

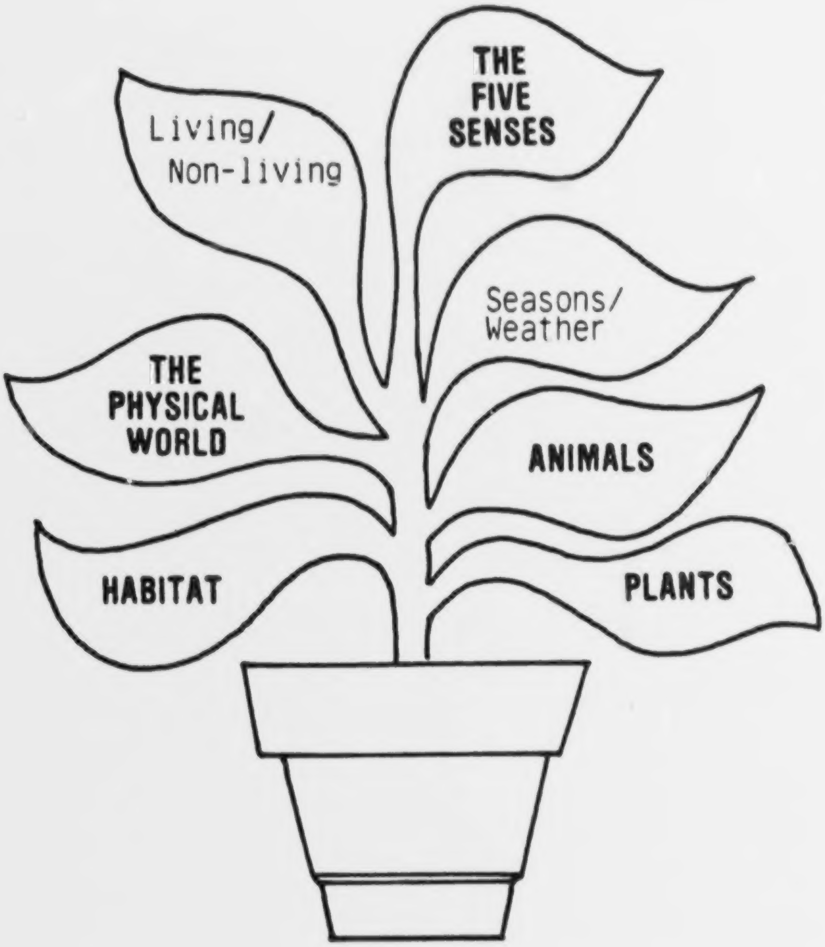
Thoughtful planning, preparation, and questioning allows the teacher to help children hypothesize, discover, and interpret information. Teachers do not provide answers for children but encourage an inquiry approach to gathering information, therefore, nurturing curiosity, investigation, and wonderment.

The science environment is expanded to the community through nature, seasonal or collection walks; through visits to museums, green houses, and parks; through investigations of arroyos, mountains and/or desert areas. Provision of books and magazines, fiction and non-fiction, invitations to resource people, parents and community workers are used to extend and elaborate the young child's inquiry.

The major goals of a kindergarten science program are:

- creating an environment that allows children to explore and manipulate materials to discover relationships
- developing skills of observation and classification
- enhancing children's awareness of themselves and others
- facilitating language development and communication skills through the use of functional vocabulary conversation and group discussions.

SCIENCE: UNITS OF STUDY


Living/
Non-living
THE FIVE SENSES
Seasons/
Weather
THE PHYSICAL WORLD
ANIMALS
HABITAT
PLANTS

OUTSTANDING SCIENCE TRADE BOOKS FOR CHILDREN

The books that appear in this annotated bibliography were selected as outstanding children's science trade books by the Book Review Committee appointed by the National Science Teachers Association in cooperation with the Children's Book Council. Criteria for selection include scientific accuracy, readability, and pleasantness of format and illustrations. The appropriate grade level of each book is given in parentheses. In a few instances, books designated for kindergarten and primary school children would also be appreciated by even younger children.

This list has been excerpted from the Outstanding Science Trade Books for Children lists published by the National Science Teachers Association for 1984, 1985, and 1986, and is published here by permission of the NSTA and the CBC.

AUTHOR	**TITLE**
James Skofield	All Wet! All Wet!
Ron Goor and Nancy Goor	All Kinds of Feet
Jack Denton Scott	Alligator
Ginny Johnson and Judy Cutchins	Andy Bear: A Polar Cub Grows Up at the Zoo
Hans-Heinrich Isenbart	Baby Animals on the Farm
Helen Roney Sattler	Baby Dinosaurs
Bruce McMillan	Becca Backward, Becca Frontward: A Book of Concept Pairs
Sheila Kitzinger	Being Born
Hans-Heinrich Isenbart	Birth of a Foal
Margret Bowman	Blue Footed Booby: Bird of the Galapagos
Harriet L. Sobol	A Book of Vegetables
Tana Hoban	A Children's Zoo
E.C. Krupp	The Comet and You
Kathryn A. Minta	The Digging Badger
David C. Knight	"Dinosaurs" That Swam and Flew
Karen Rice	Does Candy Grow on Trees?
Joanna Cole	A Dog's Body
Ali Mitgutsch	From Graphite to Pencil
Jim Xuqui and Markus Kappeler	The Giant Panda
Kay McDearmon	Giant Pandas

AUTHOR	TITLE
David Peters	Giants of Land, Sea & Air: Past & Present
Carolyn Lesser	The Goodnight Circle
Fred Rogers	Going to the Doctor
Sybille Kalas	The Goose Family Book
Robert M. McClung	Gorilla
Clive Catchpole	Grasslands
Beau Gardner	Guess What?
Colleen Stanley Bare	Guinea Pigs Don't Read Books
Oxford Scientific Films	Hide and Seek
Joanne Settel and Nancy Baggett	How do Ants Know When You're Having a Picnic? (And other Questions Kids Ask about Insects and Other Crawly Things).
Joanna Cole	How You Were Born
Rachel Isadora	I Touch
Helen Oechsli and Kelly Oeschsli	In My Garden: A Child's Gardening Book
Joanna Cole	An Insect's Body
Joanne Ryder	Inside Turtle's Shell: And Other Poems of the Field
Tana Hoban	Is That Larger? Is It Smaller
Janet Chiefari	Kids are Baby Goats
Norman D. Anderson and Walter K. Brown	Lemurs
Donald Carrick	Milk
Gail Gibbons	The Milk Makers
Seymour Simon	The Moon
Rosmarie Hausherr	My First Puppy
Adrienne Katz	Naturewatch: Exploring Nature With Your Children
Cynthia Rylant	Night in the Country
Natalia Romanova	Once There Was a Tree
Seymour Simon	101 Questions and Answers about Dangerous Animals
Tana Hoban	Panda, Panda
Naomi Lewis	Puffin
Berniece Freschet	Raccoon Baby
Russell Freedman	Rattlesnakes
Seymour Simon	Saturn
Heiderose Fischer-Nagel and Andreas Fischer-Nagel	Season of the White Stork
Phyllis S. Busch	The Seven Sleepers: The Story of Hibernation
Tana Hoban	Shapes, Shapes, Shapes

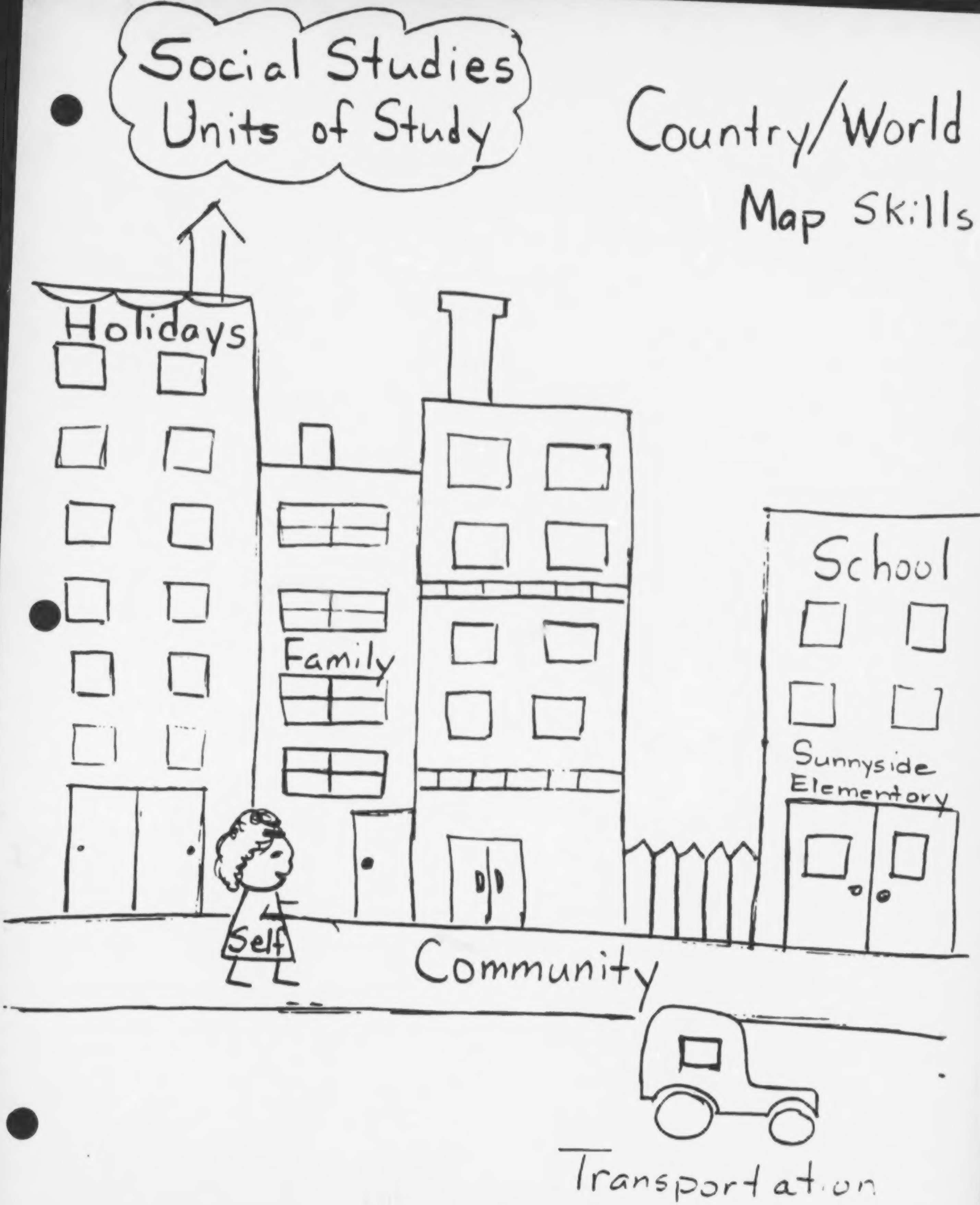
AUTHOR	**TITLE**
Dorothy Hinshaw Patent	The Sheep Book
Seymour Simon	Soap Bubble Magic
Jim Haskins and Kathleen Benson	Space Challenger: The Story of Guion Bluford
Seymour Simon	Stars
Seymour Simon	The Sun
Naomi Lewis	Swan
Joyce Pope	Taking Care of Your Hamster
Elizabeth Ring	Tiger Lilies and Other Beastly Plants
Sally Ride, with Susan Okie	To Space & Back
Gail Gibbons	Tunnels
Joyce Powzyk	Wallaby Creek
Marlene M. Robinson	What Good Is a Tail?
Franklyn M. Branley	What the Moon Is Like
Sam Epstein and Beryl Epstein with Michael Salmon	What's for Lunch? The Eating Habits of Seashore Creatures
Aileen Fisher	When It Comes to Bugs
Sheila Cole	When the Tide is Low

SOCIAL STUDIES

Social studies experiences offer the child opportunities to acquire a variety of meanings. These meanings enable him to enlarge his concepts about his social and physical world and to build wholesome attitudes toward people and things. Aspects of the home, school, and neighborhood and the world as well as factors in the economic, social, and physical environment become the topics children will study. These topics can be developed through the use of learning centers, walks, excursions away from school, games, activities, and a variety of new experiences.

As young children have many opportunities to know the world and are helped to classify and organize information, their ability to understand and control their world continues to grow. Growth does not come from merely telling what has been seen or done, but from analyzing, comparing, and reasoning about these experiences. One example might be a visit to a road construction project. If, for example, a class visits a street or road construction project the children will be excited about the road graders, the bulldozers, and all the other equipment. Growth in language and in basic concepts may be encouraged by questions such as the following:

Why is the road being built here?
Where will it go?
Where will it stop? (A map of the community will be needed to answer this question.)
Why is it being paved?
Why does it have 2 or 4 lanes?
What do men need to know to drive the equipment?
Who are they?
What material are they using?
What will happen to the road if it rains?
How do they make it level?
What equipment do they need to use?
What sounds did you hear?


Social Studies
Units of Study
Country/World
Map Skills
Holidays
Family
School
Sunnyside Elementory
Self
Community
Transportation

SUGGESTED READINGS IN SOCIAL STUDIES

Brennan, Matthew J., ed. PEOPLE AND THEIR ENVIRONMENT: SOCIAL STUDIES. New York: Doubleday, 1975.

Crowder, William W. PERSISTENT-PROBLEMS APPROACH TO ELEMENTARY SOCIAL STUDIES. Peacock Publications, 1973.

Drier, Harry, et al. K-12 GUIDE FOR INTEGRATING CAREER DEVELOPMENT INTO LOCAL CURRICULUM. Worthington, Ohio: Charles A. Jones Publishing Company, 1972.

Michaelis, John U. SOCIAL STUDIES FOR CHILDREN IN A DEMOCRACY, RECENT TRENDS AND DEVELOPMENTS. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976.

Mitchell, Lucy Sprague. YOUNG GEOGRAPHERS. New York: Basic Books, 1963.

ONE WONDERFUL WORLD. New York: EDL, ACL Productions Inc. 35 North 45th Street, 10036, 1975.

Piaget, Jean. THE GRASP OF CONSCIOUSNESS: ACTION AND CONCEPT IN THE YOUNG CHILD. Cambridge, Mass.: Harvard University Press, 1976.

State Board of Education. WHAT EVERY CHILD SHOULD KNOW... Social Studies Course of Study Criteria for Textbook Selection, Phoenix, Arizona, 1974.

The Center for Educational Studies, School of Education. ENRICHMENT OF TEACHER AND COUNSELOR COMPETENCIES IN CAREER EDUCATION K-6. Charleston, Ill.: Eastern Illinois University, 1973.

Welton, David A., and John T. Mallan. CHILDREN AND THEIR WORLD: TEACHING ELEMENTARY SOCIAL STUDIES. Chicago: Rand McNally Company, 1976.

DEVELOPING PROBLEM SOLVING ABILITIES

AND

HIGHER-LEVEL THINKING SKILLS

DEVELOPING PROBLEM SOLVING ABILITIES AND HIGHER-LEVEL THINKING SKILLS

Knowledge of higher-order thinking skills will assist classroom teachers in recognizing and nurturing these abilities in ALL students.

WHAT IS PRODUCTIVE THINKING?

Productive thinking is divergent thinking. Productive thinkers have many and varied ideas. Their ideas often run contrary to popular opinion and along uncommon and unusual lines. They embellish and add details to basic ideas. They also are able to think of many different and often unusual answers and can figure out ways of solving problems that are unique.

PRODUCTIVE THINKING STUDENT BEHAVIORS

1. The student expresses many ideas though not all of the highest quality. (Fluency)
2. The student expresses a variety of kinds of responses. (Flexibility)
3. The student expresses unusual, uncommon responses though not all of the ideas prove useful. (Originality)
4. The student is able to build onto or embroider a basic idea by adding details to make it more interesting and complete. (Elaboration)

WHAT IS PLANNING?

Planning is a process which considers details concerning operation, sensitivity to problems which need consideration and organization of materials, time and manpower.

PLANNING STUDENT BEHAVIORS

1. The students identify their project with enough details about their basic idea to explain what they want to do.
2. The students are sensitive to problems that could arise as they work on the project.
3. The students are able to organize the materials, time and resources to carry out their project.

WHAT IS COMMUNICATION?

While television, radio, newspaper, books, magazines and advertising are indeed one form of communication, there is much, much, more. Communication includes listening and understanding what you hear, watching and understanding what you see, and telling and having others understand what you say. Real communication is a very complex interactive process involving all the senses.

COMMUNICATION STUDENT BEHAVIORS

1. The student produces many words that fit different categories.
2. The students use a variety of words to describe their feelings and values.
3. The student expresses words and ideas to make comparisons among things, to show relationships or associations.

4. The students demonstrate the capacity for participating in another's feelings or ideas by sharing similar experiences or thoughts of their own.
5. The student can organize words into meaningful networks of ideas yielding a single product or multiple responses.
6. The students can effectively interpret and use non-verbal forms of communication to express their ideas, feelings and needs to others.

WHAT IS FORECASTING?

Forecasting really refers to a prediction or evaluation of future events. We use this process all of the time in conversation, as we shop or as we work and as we decide what to do next. Forecasting requires a knowledge of goals or needs and a concentrated evaluation of details as well as an awareness of other people.

FORECASTING STUDENT BEHAVIORS

1. The student predicts many different causes/effects of given situations.

WHAT IS DECISION MAKING?

Real decision making involves logical evaluation, experimental evaluation and judgment. Good decisions involve evaluations of cause and effect, good and bad, popular and unpopular.

DECISION MAKING STUDENT BEHAVIORS

1. The students are able to outline many alternatives to the problem they wish to solve in terms of limitations, relevancy and people affected.
2. The student is able to weigh each alternative to the problem they wish to solve in terms of their needs and/or goals.
3. The student is able to make a final judgment between/among the alternatives.
4. The students are able to defend their decision, giving as many different reasons as they can for their choice.

In this example, two very different students are working together in the same group and class on an identical problem.

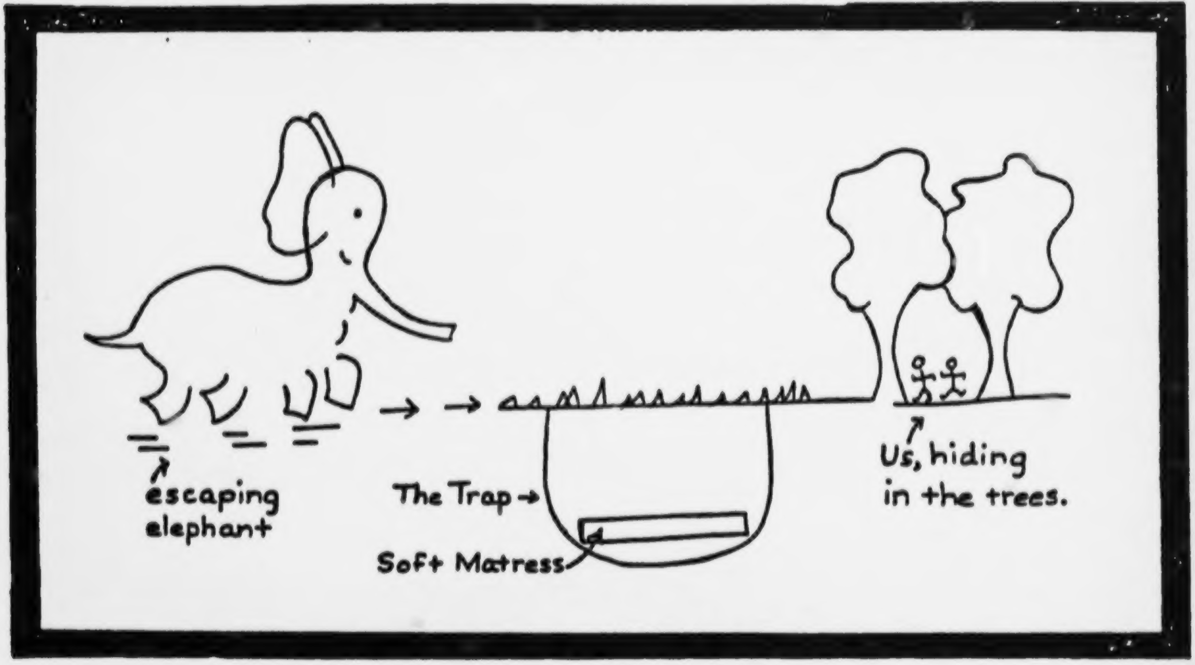
DRAW A PICTURE TO SHOW HOW YOU WOULD CATCH AN ESCAPING ELEPHANT AND RETURN HIM TO THE ZOO. EXPLAIN HOW YOU WOULD CATCH HIM.

Child #1: "I would design a hidden trap with a soft matress in it, so he would not hurt himself when he fell into it while walking along. When he was in it, I would give him a sleeping shot. Then we would get a big pick-up crane, lift him out and carry him back in the big net on the crane." (Child Age: 6.4 Years.)

Child #2: "I would chase him and catch him with my hands. I would carry him back to the zoo." (Age 6.8 Years.)

Working Note: In the case of the first child, the quote reads exactly as it was given by the child. In the second instance, the wording is a result of several questions asked by the teacher, as the child worked out the answer and picture with one-to-one assistance.

Illustrations: The second child was not able to draw a picture which would be recognizable as having an elephant in it. He drew a large, box-like shape and then colored the whole paper green. The first child developed his ideas as shown below.



DIVERGENT QUESTIONING STRATEGIES

- encourages several answers or possibilities
- stimulates exploration of concepts and ideas
- facilitates creative and critical thinking processes
- promotes open-mindedness
- consciously values individual differences
- provides challenge for all children

COMPREHENSION

restate
summarize
discuss
describe
recognize
explain
express
identify
locate
report
retell
review
translate

APPLICATION

exhibit
solve
interview
simulate
apply
employ
use
demonstrate
dramatize
practice
illustrate
operate
calculate
show
experiment

ANALYSIS

interpret
analyze
differentiate
compare
contrast
scrutinize
categorize
probe
investigate
discover
inquire
detect
inspect
classify
arrange
group
organize
examine
survey
dissect
inventory
question
test
distinguish
diagram

SYNTHESIS

compose
plan
propose
produce
invent
develop
design
formulate
arrange
assemble
construct
create
set up
prepare
imagine
hypothesize
incorporate
generalize
originate
predict
contrive
concoct
systematize

EVALUATION

judge
decide
appraise
evaluate
rate
compare
value
revise
conclude
select
criticize
assess
measure
estimate
infer
deduce
score
predict
choose
recommend
determine

Just suppose...

Invent...

Create...

List...

Find another way...

Change...

Find new uses...

Discuss...

How many other...?

Decide...

Plan...

Imagine...

Compare...

Make up...

What would happen if...?

How else...?

How could you...?

Tell all about...

What would it be like...?

Divergent Questioning Models -

QUESTIONS TO USE IN YOUR CLASS

QUANTITY QUESTIONS

1. List all of the_________.
2. List as many__________as you can think of.
3. How many ways can you come up with__________?

REORGANIZATION QUESTIONS

1. What would happen if________were true?
2. Suppose__________(happened), what would be the consequences?
3. What would happen if there were no__________?

SUPPOSITION QUESTIONS

1. Suppose you could have anything you wanted in working on this. What ideas could you produce if this were true?
2. You can have all of the_________in the world. How could you use it to__________?
3. You have been given the power to__________. How will you use it?

VIEWPOINT QUESTIONS

1. How would this look to a__________?
2. What would a________mean from the viewpoint of a________?
3. How would________view this?

INVOLVEMENT QUESTIONS

1. How would you feel if you were__________?
2. If you were a____________what would you (see, taste, smell, feel)?
3. You are a___________. Describe how it feels?

FORCED ASSOCIATION QUESTIONS

1. How is__________like__________?
2. Get ideas from_________to improve__________.
3. I only know about__________. Explain_________to me?

SOUTH SUBURBAN AREA SERVICE CENTER FOR EDUCATORS OF GIFTED CHILDREN
Governors State University
Pk. Forest South, IL 60466

QUESTIONING

From Classroom Questions: What Kinds? by M. Sanders

1. Memory - recognizing or recalling information as given in the passage.
Sanders distinguishes four kinds of ideas on the memory level of thinking:
(a) Facts -
Who did __________?
When did __________?
How many __________?
What are __________?

(b) Definitions of terms used, and perhaps explained, in the text
What is meant by __________?
What does __________mean?
What meaning did you understand for__________?
Define __________.
Explain what we mean by __________.

(c) Generalizations - recognizing common characteristic of a group of ideas or things
What events led to __________?
In what three ways do __________ resemble __________?
How did __________ and __________ effect (cause) __________?

(d) Values - a judgment of quality
What is said about __________? Do you agree?
What kind of a boy was __________?
What did __________ do that you wouldn't?

2. Translations - expressing ideas in different form or language
Tell me in your own words how __________?
What kind of a drawing could you make to illustrate __________?
How could we restate __________?
Could we make up a play to tell this story? How?
What does the writer mean by the phrase __________?
Write a story pretending you are __________.

3. Interpretation - trying to see relationships among facts, generalizations, values, etc. Sanders recognized several types of interpretation
(a) Comparative - are ideas the same, different, related or opposed
How is __________ like __________?
Is __________ the same as __________? Why not?
Which three __________ are most alike in __________?
Compare __________ with __________ in __________.
How does __________ today resemble __________ in __________?

(b) Implications - arriving at an idea which depends upon evidence in the reading passage
What will __________ and __________ lead to?
What justification for __________ does the author give?
If __________ continues to __________, what is likely to happen?
What would happen if __________?

(c) Inductive thinking - applying a generalization to a group of observed facts
What facts in the story tend to support the idea that __________?
What is the author trying to tell you by __________?
What does the behavior of __________ tell you about him?
What events led to __________? Why?

(d) Quantitative - using a number of facts to reach a conclusion
How much has _________ increased?
What conclusions can you draw from the table (graph)?
How many times did _________ do _________? Then what happened?
How many causes of __________ can you list?

(e) Cause and effect - recognizing the events leading up to a happening
Why did the boy __________?
How did the boy make _________happen?
What two things led up to __________ ?
When the girl __________, what had to happen?
Why did __________ happen?

4. Application - solving a problem that requires the use of generalizations, facts, values and other appropriate types of thinking
How can we show that we need a traffic policeman at the crossing at the south end of our school?
If we want to raise hamsters in our classroom, what sort of plans will we have to make?
John has been ill for several days. What could we do to help him during his illness? To show him we think of him?

5. Analysis - recognizing and applying rules of logic to solution of a problem; analyzing an example of reasoning
Discuss the statement, "All teachers are kind and friendly."
Some people think that boys can run faster than girls.
John was once bitten by a dog. Now John dislikes all dogs. Is he right or wrong in his feelings? Why?

6. Synthesis - using original, creative thinking to solve a problem
What other titles could you think of for this story?
What other ending can you think of for this story?
If John had not __________, what might have happened?
Pretend you are a manufacturer of pencils who wishes to produce a much better pencil. Tell what you might do.

7. Evaluation - making judgments based on clearly defined standards
Did you enjoy the story of _________? For what reasons?
What do you think of __________ in this story?
Do you approve of his actions?
In the textbook, the author tells us that __________felt __________.
Is this a fact or the author's opinion? How do you know?
This story has a very happy ending. Should all stories end happily? Why not?
The author of our textbook apparently believes that the American colonists were right in their actions. Do you agree? What do you suppose the British said about the colonists?
Write a short story about your favorite person in history. Tell why this person is your favorite.

SCAMPER

The following strategies can be used in the regular classroom for asking creative questions. The letters in SCAMPER stand for the type of creative responses elicited when asking questions. The examples shown below are a result of applying this technique to "Little Red Riding Hood."

S	Substitute	What do you think would have happened if there had been an elephant in Granny's bed instead of a wolf?
C	Combine	How do you think the story may have changed if the wolf had the same personality as Granny?
A	Adapt	How do you think the wolf would adapt his plan if the Hunter had walked in with Little Red Riding Hood?
M	Modify	How can you rewrite the story to save the wolf?
	Magnify	How would the story be changed if Little Red Riding Hood had been bigger than the wolf?
P	Put To Use	How could Little Red Riding Hood have used her hood to help her?
E	Eliminate	Tell the story without the Hunter.
R	Rearrange	What would happen if Little Red Riding Hood had arrived at Granny's house before the wolf arrived?
	Reverse	Tell the story placing the wolf in Little Red Riding Hood's character and vice versa.

AFFECTIVE

AFFECTIVE DOMAIN

Self-esteem is how a person feels about himself. It is his overall judgement of himself- how much he likes his particular person. High self-esteem is not a noisy conceit. It is a quiet sense of self-respect, a feeling of self-worth. When you have it deep inside, you're glad you're you. With high self-esteem you don't waste time and energy impressing others; you already know you have value. Strong self-respect is based on two main convictions: "I am lovable," ("I matter and have value because I exist.") and "I am worthwhile." ("I can handle myself and my environment with competence. I know I have something to offer others.")

Dorothy Corkille Briggs

Research shows a high correlation between positive self-concept and academic achievement and negative self-concept and nonachievement or under achievement. Students who feel good about themselves and their ability to learn and to be successful, tend to learn more, like school better, stay in school longer and attend more regularly.

SIX CONDITIONS IF SELF-ESTEEM IS TO GROW

1. Taking risks - intellectual, physical, spiritual, emotional List risks you have taken. List risks which are waiting.

2. Choosing mentors - We seek these throughout our lives. We look for someone who sees something worthy in us. They are encouragers - not critical - and keep us straight, like themselves. They have a sense of humor, underline your promise, and create a sense of hope.

3. Developing a connectedness network - Choose people you can count on, people who share with you. These will be fun and adventure stretchers. Who are your confidants?

4. Developing a sense of empowerment - being decisional, making choices.

5. Having a sense of uniqueness - This is a special feeling of feeling special. You craft your life so that your life has flair, etc. Make a list of your specialness.

6. Developing a sense of productivity, purposeness, achievement and accomplishment.

Dr. Sidney Simon
First National Conference
On Self-esteem
Los Angeles, California
March 6, 7, and 8, 1987

HOW TO HELP THE CHILD WHO LACKS SELF ESTEEM

1. Accept the child as you see him, not conditionally upon good behavior.
2. Help the child to connect failure with success. Relate failures to the tasks and the need for continued effort, not to the child.
3. Build competence in areas that are important to the child.
4. Tune into the feelings being expressed, not just the complaint. Reflect those feelings back to verify; then get child to select a course of action.
5. Help the child feel his/her own uniqueness, with a special place in your heart.
6. Praise in public; correct in private.
7. Let the child know what you see as special skills and positive attributes.
8. Help child to identify the choices or options open, take responsibility for the choice selected, and accept the consequence.
9. Plan opportunitites where child can work cooperatively with others.
10. Encourage being of service to others.
11. Teach how to use positive affirmations and encourage their use.
12. Create a climate that tolerates and appreciates individual differences.
3. Give objective feedback on progress so child can evaulate personal growth.
14. Provide opportunities for recognition within peer group.
15. Compare progress with the child's previous benchmarks, not against achievement of others.
16. Set immediate and short term objectives to achieve long term goals.
17. Set high expectations the child is capable of reaching. Don't accept careless, sloppy work the child is not proud of.
18. Develop vocabulary child might use to express emotions instead of acting out.
19. Provide opportunities for child to succeed more than 50% of the time.
20. Build a positive image of the child in the parents' eyes.

R. W. Reasoner
October, 1983

SENSORIMOTOR

BODY MANAGEMENT

Body Actions														
Bending		x	T	x	x	x	x	x	x	x	x	x	x	x
Stretching		x	T	T	T	T	T	T	T	T	T	T	T	–
Turning		x	T	x	x	x	x	x	x	x	x	x	x	x
Twisting		x	T	x	x	x	x	x	x	x	x	x	x	x
Swinging		x	T	x	x	x	x	x	x	x	x	x	x	x
Body Balance														
Upright	x	x	x	x	x	x	x	x	x	x	x	x	x	x
1 foot	x	x	T	x	x	T	x	T	x	x	T	x	x	x
Inverted		x	x	x	x	T	T	T	x	x	T	x	x	x
Dynamic		x	x	x	x	T	x	T	x	x	T	x	x	x
Postures														
Standing (posture)		T	x	x	x	x	x	T	x	x	T	x	x	x
Lifting					x	x	x	T	x	x	T	T	T	T
Carrying		x	x	x	x	x	x	x	x	x	x	x	x	x
Pulling		x	x	x	x	x	x	x	x	x	x	x	x	x
Pushing		x	x	x	x	x	x	x	x	T	T	T	T	x
Reaching		x	x	x	x	x	x	x	x	x	x	x	x	x

The skills listed above must be developed and refined before teaching specific sports and dance skills.

TEAM SPORTS: Basketball, Flag Football, Soccer, Softball, Volleyball (optional--Speed-a-way, Hockey, and Team Handball)

INDIVIDUAL SPORTS: Archery, Badminton, Bowling, Fencing, Gymnastics, Racquetball, Self-Defense, Swimming, Tennis, Track and Field, Tumbling, and Wrestling.

Archery, Bowling, Fencing, Racquetball, and Swimming are not available at all middle and secondary schools.

TEAM SPORTS - INDIVIDUAL SPORTS:

GRADE	4	5	6	7	8	9	10	11	12
Care of Equipment	x	x	x	x	x	x	x	x	x
Skills/ Techniques	x	T	T	T	T	T	T	T	T
Terminology	x	T	T	T	T	T	T	T	T
Rules/ Scoring	x	x	T	T	T	T	T	T	T
Safety	x	x	x	x	x	x	x	x	x
History			x	x	x	T	x	x	x
Strategies		x	x	x	x	x	T	T	T

PHILOSOPHY STATEMENT

All children can live more fully and productively if our vision of their movement education can emcompass movement in all its forms.

All children deserve an opportunity to learn how to move as efficiently as possible.

The acquisition of sensorimotor skills is essential to a young child's understanding and adjustment to the world of persons, things and ideas.

PHYSICAL EDUCATION SCOPE AND SEQUENCE K-12

Skill development will progress with the student performing the task individually (stationary, if applicable; moving) and with others (stationary, if applicable; moving).

T=test x=Introduce and maintain

SKILLS	GRADE K	1	2	3	4	5	6	7	8	9	10	11	12
PHYSICAL FITNESS													
AAHPERD Health-Related Physical Fitness Test Perform at the 50th percentile Elementary - district norms Secondary - national norms (Fitnessgram)		T	T	T	T	T	T	T	T	T	T	T	T
LOCOMOTOR													
Walking	x	x	x	x	x	x	x	x	x	x	x	x	x
Running	x	x	T	x	T	x	T	T	T	T	T	T	T
Horizontal Jump	x	x	T	x	T	x	T	T	T	T	x	x	x
Vertical Jump	x	x	x	x	x	T	x	T	x	T	x	x	x
Jumping Down	x	x	T										
Hopping	x	x	T	x	x	x	x	T	x	T	x	x	x
Galloping	x	x	T	x	T	x	x	T	x	T	x	x	x
Leaping				x	x	T	x	x	T	T	x	x	x
Sliding	x	x	T	x	x	x	x	T	x	T	x	x	x
Skipping	x	x	T	x	x	x	x	T	x	T	x	x	x
Climbing	x	x	T										
Jump Rope	x	x	T	x	x	x	T	x	x	T	x	x	x
OBJECT CONTROL													
Overhand Throw	x	x	T	x	x	T	x	T	x	T	T	x	x
Underhand Roll	x	x	T	x	x	x	x	x	x	x	x	x	x
Underhand Throw	x	x	T	x	T	x	x	T	x	T	T	x	x
Catching	x	x	T	x	x	T	x	T	x	T	T	x	x
Kicking	x	x	T	x	T	x	x	T	x	T	x	x	x
Striking	x	x	T	x	x	T	x	T	x	T	x	x	x
Bouncing	x	x	T										
Dribbling													
Hand			x	x	T	x	x	T	x	T	T	x	x
Foot			x	x	T	x	x	T	x	T	T	x	x
Trapping		x	x	x	x	T	x	x	x	T	x	x	x
Volleying													
Hand						x	x	x	T	x	x	x	x
Foot					x	T	x	x	T	x	x	x	x
Forearm Pass				x	x	x	T	T	x	T	T	x	x

LEARNING ENVIRONMENT

Janette

THE LEARNING ENVIRONMENT

The work of John Dewey, Maria Montessori, Jean Piaget and others has taught us that "children usually learn - and learn to love to learn -- by becoming deeply involved in play and projects that they find engrossing, entertaining, and therefore, rewarding".

There will be far fewer "discipline" problems in the classroom when a teacher:

- develops a relationship with each child as if she or he were the only child in the class;
- plans a room arrangement that minimizes traffic, traffic problems, wasted time, and confusion, and is aesthetically pleasing;
- prepares and puts out interesting activities in all curriculum areas, stimulated by the wealth of ideas in curriculum manuals, teachers' editions, and commercially available plans for lively projects;
- establishes a routine that contains satisfying active, quiet, active, quiet rhythms;
- solicits information from parents about their children;
- pays attention to the emotional and social needs of each child as well as to academic needs;
- takes time to help children learn to work cooperatively;
- utilizes additional resources, i.e. instructional aides, crossage helpers and parents; and
- supports aides, crossage helpers and parents in working with children through training, positive comments and modeling.

Young Children, March 1987

The classroom environment is an effective atmosphere in which the teacher can initiate, model, and reinforce children's learning.

In the learning environment, children learn by doing, by discovery, by inquiry, by risk-taking, and by experiencing success. Teachers must make thoughtful decisions about how space is organized, how materials are made available to children, what behaviors are desired, and what skills are being developed within the learning environment.

In order for an environment to be truly effective, several considerations for planning and arranging are important.

1. The environment should offer a balance of child-selected and teacher-selected activities.

2. Materials may be "store-bought" or scrounged/ recyled. Scrounged materials have value because they can be collected from the surrounding community and, therefore, have meaning for children.

3. The environment should be set up in such a way that children know what to expect. When materials are placed on the shelves clearly outlined and labeled, children know exactly where and how to replace things properly. Labels should be functional, for example, "Look at Julie's shell collection." "Return books here" rather than "table", "chair", "window".

4. A variety of writing and reference materials should be distributed throughout the environment.

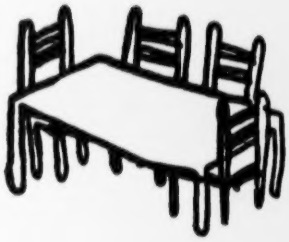
5. The traffic should flow easily without creating invitations to run.

6. Provide "quiet" areas away from "active" areas.

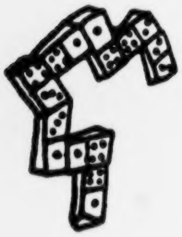
7. The learning environment should have a balance of dimensions.

   a. Softness/hardness--this dimension refers to anything or anyone which offers comfortable places or activities.

SOFTNESS	**HARDNESS**
cushions	linoleum floors
carpet areas	concrete areas
rocking chairs	wooden tables
laps	wooden chairs
clay	asphalt
mud	
grass	



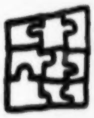
   b. Simple/complex--simple units or materials have one obvious use; complex units or materials have sub-parts or two or more essentially different play materials which enables children to manipulate or improvise.



SIMPLE	**COMPLEX**
puzzles	blocks
pick-up sticks	books
dominoes	water/sand table
lotto games	art table/supplies

   c. Open/Closed--open units or materials have unlimited goals or alternatives; closed units or material alternatives are limited.

OPEN	**CLOSED**
dough	puzzles
clay	lotto games
sand	bingo
water	
collage materials	



   d. Cooperative/Solitary--Cooperative includes anyone from outside the classroom or anyone within who joins into the environment; solitary refers to places where children can work alone.

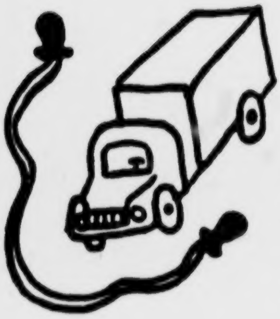
COOPERATIVE

- tables for group work
- parents working with groups
- helpers from other classes
- peers working jointly

SOLITARY

- library corner
- typewriter
- easel
- dividers/screens

e. High mobility/low mobility--high mobility refers to large muscle activities; low mobility refers to small muscle activities.

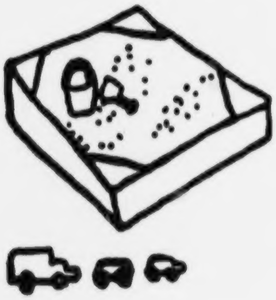


HIGH MOBILITY

- jumping ropes
- climbing
- skipping
- large trucks
- tricycles
- housekeeping
- blocks

LOW MOBILITY

- typing
- drawing
- weaving
- sewing
- sandbox
- reading
- small cars



8. In an active environment, children are allowed to handle, explore, touch, and re-experience.

9. The environment should be constantly examined, evaluated and changed as needed.

10. Environment should be aesthetically pleasing and orderly.

LEARNING ENVIRONMENT CHECKLIST

This checklist will help you to identify both strengths and problems in your own classroom learning environment.

The Physical Environment:

___ 1. Can quiet and noisy activities go on without disturbing one another?

Is there an appropriate place for each?

___ 2. Is a variety of materials available on open shelves for the children to use when they are interested?

Are materials on the shelves well spaced and labeled for clarity?

___ 3. Are areas defined so that children know where to use the materials?

___ 4. Is self-help encouraged by having materials in good condition and always stored in the same place?

___ 5. Are setup and cleanup simple? Are these expected parts of the child's activity?

___ 6. Have learning opportunities been carefully planned in the outdoor area? Painting, crafts, block building, carpentry, gardening, sand and water all lend themselves to learning experiences outdoors.

___ 7. Is the children's work displayed attractively at the child's eye level?

___ 8. Are charts, alphabet, numerals and other resources displayed at child's eye level.

___ 9. Do the children feel in control of and responsible for the physical environment?

The Interpersonal Environment:

___ 1. Is there a feeling of mutual respect between adults and children, children and children?

___ 2. Is the physical environment enough under control so that the major part of the adults' time is spent in observing or participating with children?

___ 3. Can children engage in activities without being disturbed or distracted by others?

___ 4. Do children feel safe?

___ 5. Is competition avoided by including materials that children may use by themselves, limiting the number of children participating in an activity at one time, insuring the fairness of turns by starting a waiting list?

___ 6. Do the adults show children how to help themselves? Are children encouraged to learn from one another?

___ 7. Are there opportunities for children to play alone, participate in a small group, and participate in a large group?

___ 8. When limits are placed, do adults use reasoning and consistently follow through? Are limits enforced?

___ 9. Are the adults models of constructive behavior and healthy attitudes?

___ 10. Is there an overall warm interpersonal environment?

Activities to Stimulate Development:

___ 1. Are there many opportunities for dramatic play: large housekeeping corner, dress-up clothes for boys as well as girls?

___ 2. Is there a variety of basic visual art media: paint, paper, clay, salt-flour dough, glue, fingerpaint?

___ 3. Is music a vital part of the program: records, group singing, instruments, movement?

___ 4. Is language stimulation varied: books, puppets, flannel boards, stories, questions and answers, conversation, games?

___ 5. Are there small manipulative toys to build eye-hand coordination and finger dexterity?

___ 6. Are there some opportunities to follow patterns or achieve a predetermined goal: puzzles, design blocks, dominoes, matching games?

___ 7. Do children partcipate in cooking, planting seeds and carpentry?

___ 8. Are field trips planned to give experience with the world around us? Is there adequate preparation and follow-up after trips?

___ 9. Are children involved in suggesting and planning activities? Are new activities developed by teachers as they're suggested? How is self-selection built into the program?

___ 10. Is the range of activities varied enough to present a truly divergent curriculum? Are there opportunities for learning through exploration, guided discovery, problem solving, repetition, intuition, imitation, etc.? Is there provision for children to learn through different learning modes?

Schedule:

___ 1. Is the time sequence of the school day clear to both teachers and children?

___ 2. Has the schedule been designed to suit the physical plant and particular group of children in the school?

___ 3. Is adequate and flexible time scheduled to permit self-selection of activities and companions?

___ 4. Is the schedule periodically re-evaluated and modified? Are changes in schedule and the reasons for these changes made clear to both staff and children?

Integration:

___ 1. Does the environment reflect the curriculum?

___ 2. Are activities organized around a theme?

___ 3. Do materials displayed reflect the theme?

___ 4. Are content area materials and activities included?

AESTHETICS

"If the eye is constantly greeted by by harmonious objects having elegance of form and colour, a standard of taste grows naturally." John Dewey

Charts

EG:

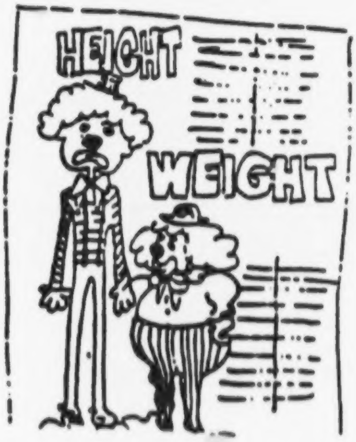
- Birthday Charts (with self portraits)
- Heights, Weights
- Weather
- Bulletin Board
- Instructions (how to head up your books)
- Letters of the alphabet
- Current Events

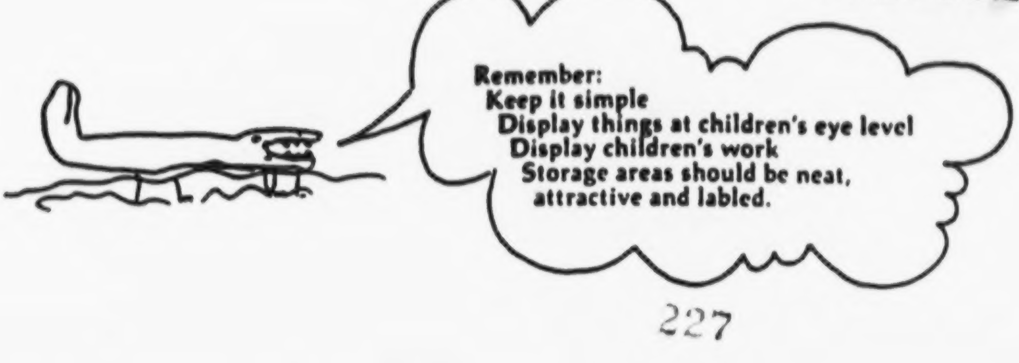
❊ Make the background coloured or textured. use paletones eg: Yellow, light blue, Pink etc

❊ Use **BOLD** lettering

❊ Add illustrations of some sort Preferably illustrating some aspect of the information.

❊ - Consult the Principles Section at the beginning of this book

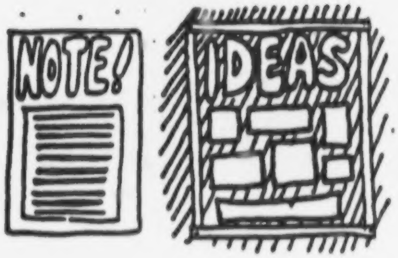

HEIGHT
WEIGHT

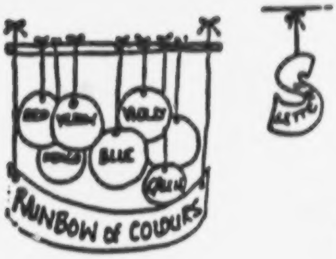

Remember:
Keep it simple
Display things at children's eye level
Display children's work
Storage areas should be neat, attractive and labled.

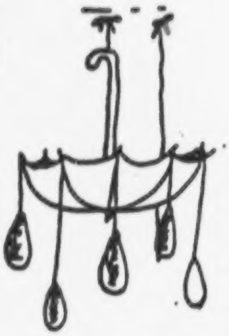
With time, thought & preparation any area can be made

Attractive

Lettering

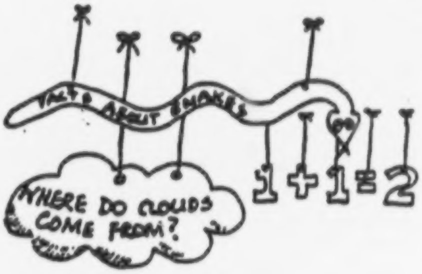



RED
YELLOW
ORANGE
BLUE
VIOLET
GREEN
RAINBOW of COLOURS
S

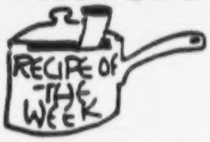


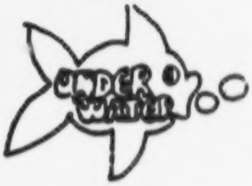
Mobiles

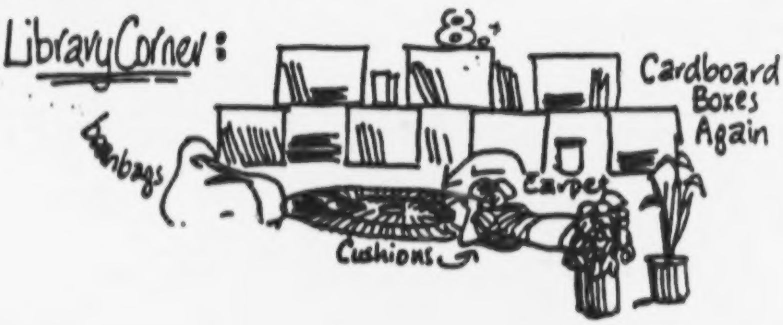
Plants

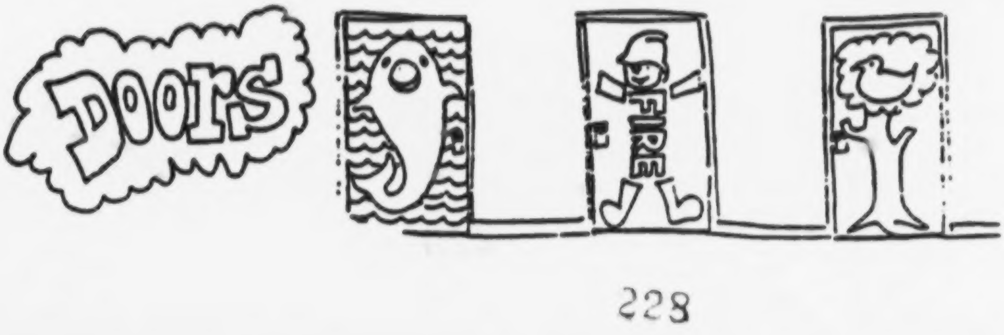

FACTS ABOUT SNAKES
WHERE DO CLOUDS COME FROM?
1+1=2

*Different shapes


RECIPE OF THE WEEK


UNDER WATER


Library Corner:
Cardboard Boxes Again
beanbags
Carpet
Cushions



ROOM ARRANGEMENT

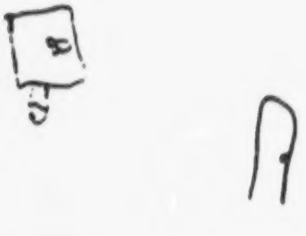
A kindergarten environment requires careful attention to room arrangement. There are no set requirements but there are some common characteristics:

- there is an informal atmosphere with no assigned seats
- each child has a cubbie for storage
- materials are displayed and labeled on open shelves
- children's work is displayed
- classroom areas are defined by using dividers, bookshelves, moveable bulletin boards, etc.
- homelike furnishings are added when possible (area rugs, rocking chair, floor pillows, etc.)
- there is a space provided for whole group activities
- The Big Book stand is usually near a chalkboard so writing can be modeled
- the room arrangement changes throughout the year to meet the needs of the children

There are a variety of ways a classroom can be arranged, depending on the amount of space available, furniture, the number of wall outlets and the number of children.

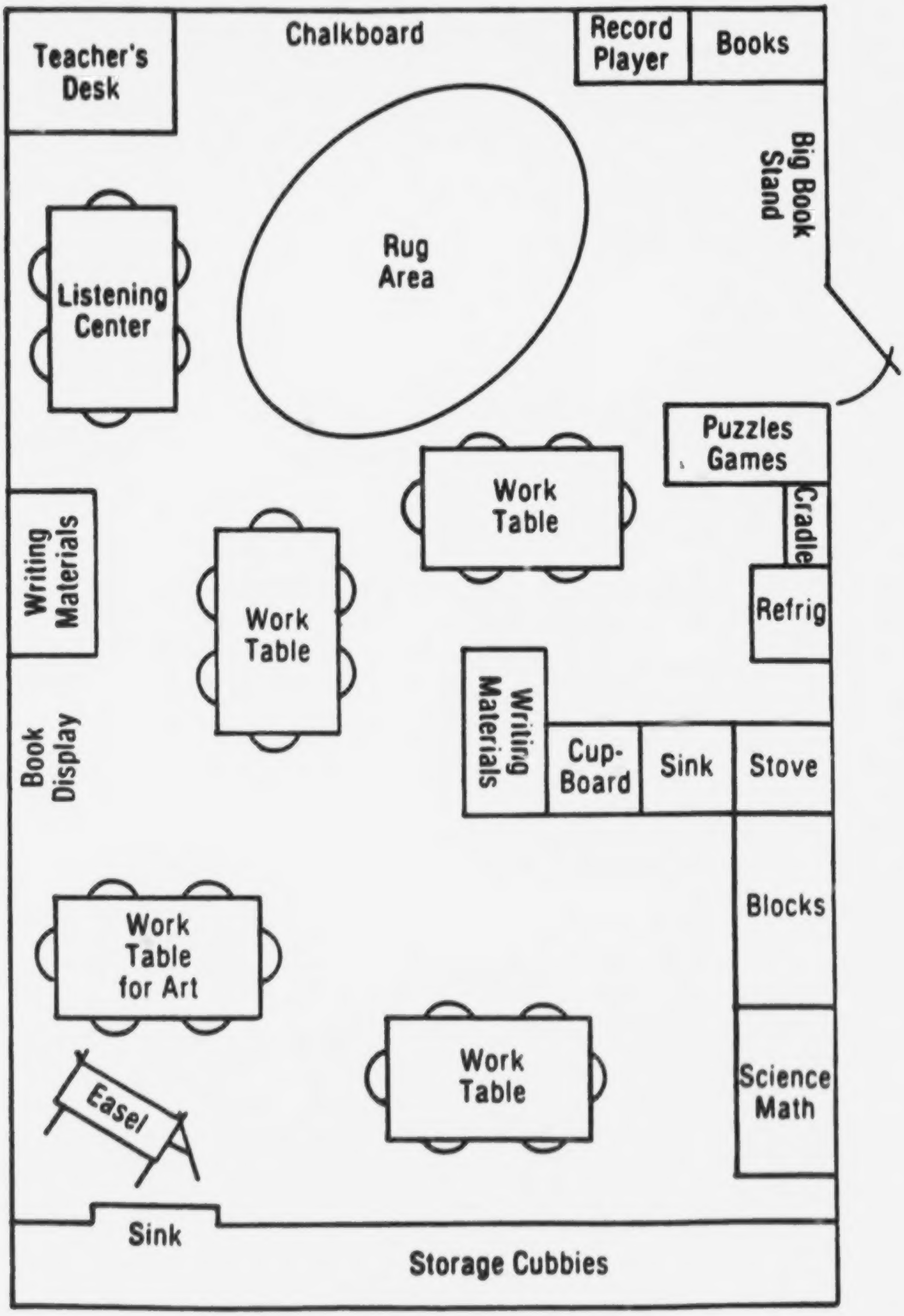
Un nino leyendo un libro.

Anabell Trujillo
Age 6



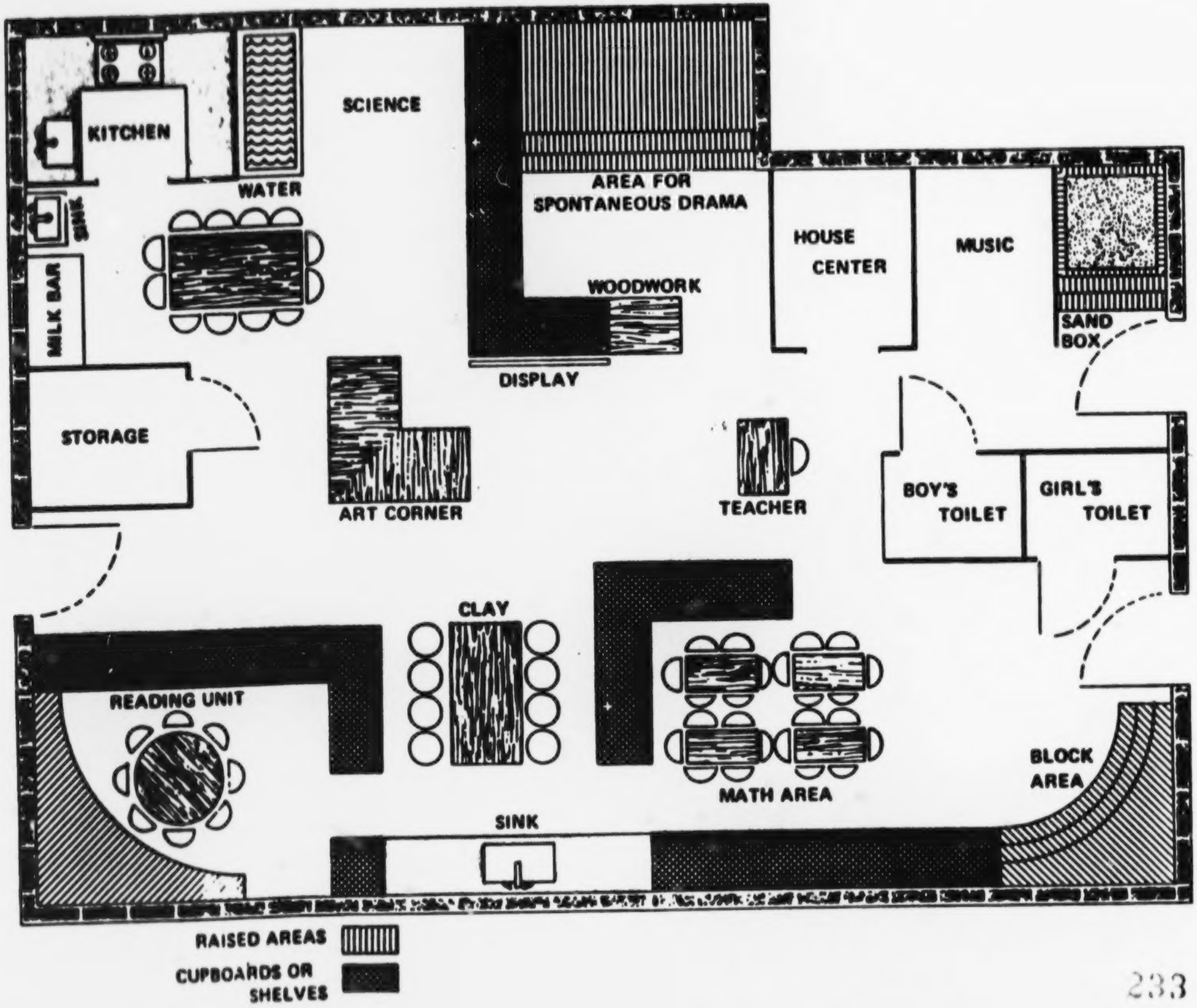
Space for the following areas should be included in your room arrangement:

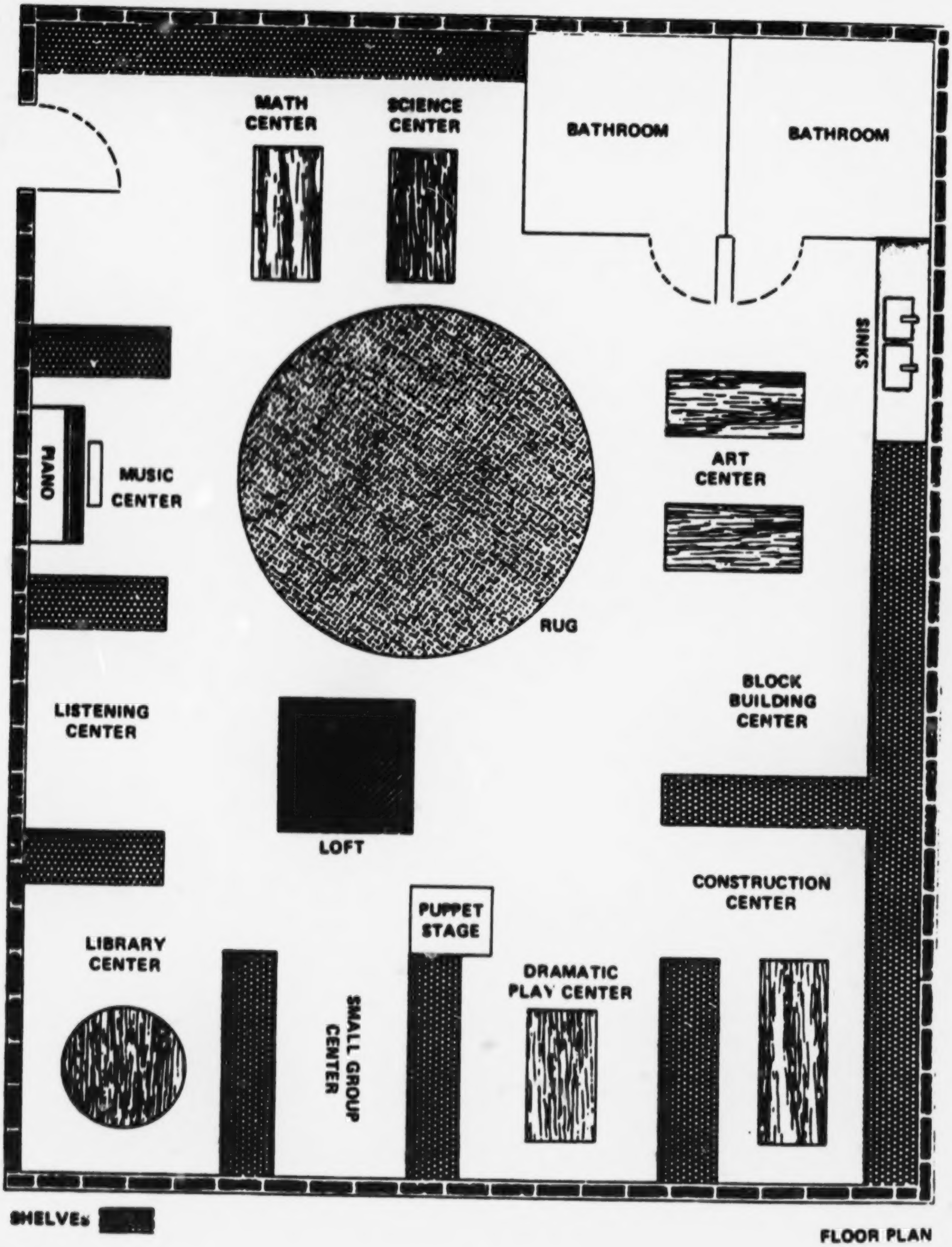
	Suggestions
Whole Group Meeting Area	Big Books and Stand for Shared Reading, sufficient space for children to sit comfortably
Dramatic Play	Home center, Post office, restaurant and other settings for imaginative play
Listening	Record or tape player near electrical outlet, earphones are not always necessary
Math	Manipulatives, number line, beads and string
Library	Ideally it should be in a quiet part of the room, display books at children's eye level
Blocks	Label shelves, encourage girls to use this area, have accessories available (animals, vehicles, etc.)
Cooking	Near water and outlet, be conscious of cleanliness and safety, usually needs an adult
Puzzles and Games	Start with a small number
Art/Painting	Provide smocks, child know procedure for cleaning up spills, know where smock, extra paper and paints are kept, near the sink
Sand and Water	Ideally outdoors, waterproof smocks, variety of accessories available
Writing	Variety of materials, including a typewriter if available - writing materials should also be available in other areas
Cubbies	Labeled, children may have to share
Science	Material for observation, experimentation and discovery, aquarium
Construction	Lego, Lincoln Logs, etc.
Social Studies	Map and globes, puppets, dolls, thematic role play


Teacher's Desk
Chalkboard
Record Player
Books
Big Book Stand
Rug Area
Listening Center
Puzzles Games
Cradle
Work Table
Writing Materials
Work Table
Refrig
Writing Materials
Cup-Board
Sink
Stove
Book Display
Blocks
Work Table for Art
Work Table
Science Math
Easel
Sink
Storage Cubbies

This is a sample room arrangement

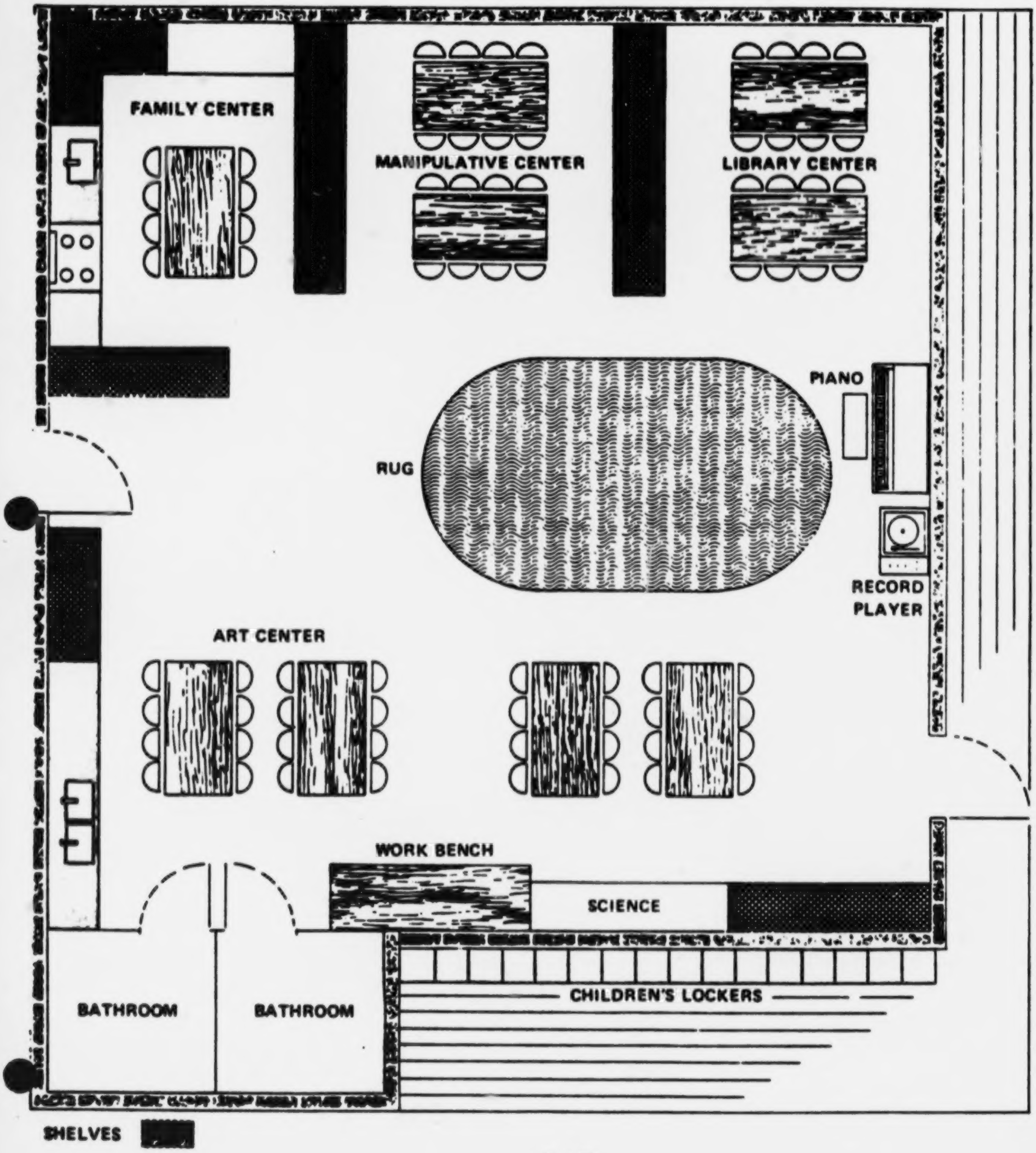
FLOOR PLAN


KITCHEN
WATER
SCIENCE
SINK
MILK BAR
AREA FOR SPONTANEOUS DRAMA
WOODWORK
DISPLAY
HOUSE CENTER
MUSIC
SAND BOX
STORAGE
ART CORNER
TEACHER
BOY'S TOILET
GIRL'S TOILET
CLAY
READING UNIT
MATH AREA
BLOCK AREA
SINK
RAISED AREAS
CUPBOARDS OR SHELVES


MATH CENTER
SCIENCE CENTER
BATHROOM
BATHROOM
SINKS
PIANO
MUSIC CENTER
RUG
ART CENTER
BLOCK BUILDING CENTER
LISTENING CENTER
LOFT
CONSTRUCTION CENTER
PUPPET STAGE
LIBRARY CENTER
SMALL GROUP CENTER
DRAMATIC PLAY CENTER
SHELVES ▨

FLOOR PLAN

SAMPLE FLOOR PLANS


FAMILY CENTER
MANIPULATIVE CENTER
LIBRARY CENTER
PIANO
RUG
RECORD PLAYER
ART CENTER
WORK BENCH
SCIENCE
BATHROOM
BATHROOM
CHILDREN'S LOCKERS
SHELVES

MATERIALS PROVIDED FOR SUNNYSIDE KINDERGARTEN CLASSROOMS

- Sand/Water Table
- Hot Plate
- Set of 25 Big Books (Wright Group)
- Set of 6-packs (small books to accompany each Big Book)
- Big Book Easel
- Legos Basic Set (413 pieces)
- Set of Wood Blocks (165 pieces)
- Musical Instruments Set
- Housecleaning Set
- Cooking Set
- Tea Set
- Wooden Car
- Wooden Pick-Up Truck
- Puzzle Case (12 selected puzzles - wood)
  - Kitten
  - Ice Cream Cone
  - Seal
  - Jet Airplane
  - Teacher
  - Firefighter
  - Cinderella
  - Goldilocks & Three Bears
  - Red Riding Hood
  - Van
  - Ladybug
  - Humpty-Dumpty
- Carry-All Trays
- Manipulatives
  - Pattern Blocks
  - Sorting Kit
  - Wooden Beads with Laces
  - Pegboards
  - Teddy Bear Counters
  - Geoboards
  - Attribute Blocks
  - Unifix Cubes (500)

BLOCK BUILDING

Working with blocks involves the whole child - muscles and senses, intellect and emotion, individual growth and social interaction. Learning results as children create, pose and solve problems.

Blocks give children the opportunity to manipulate objects that have predictable similarities and relations. When exploring and experimenting with blocks children form concepts they will build upon the rest of their lives.

The teacher's attitudes towards blockbuilding will greatly influence the quality of the children's building. The teacher must be strongly invested and must feel that blockbuilding is an important, valuable experience. The children need to know that their teacher really cares about what they are doing in the block area.

Block building is an integral part of the Kindergarten curriculum. It facilitates growth in math, language arts, science, social studies, art, etc.

STAGES OF BLOCK BUILDING

This material is based on Harriet Johnson's THE ART OF BLOCK BUILDING. (An adapted version of THE ART OF BLOCK BUILDING appears as Chapter 2 of this volume.) Condensed by Maja Apelman.*

It has been observed that whether children are introduced to blocks at the age of two or at the age of six, they seem to pass through all the stages (except stage 1) described by Harriet Johnson. The only difference is that older children go through the early stages much more quickly and soon arrive at a stage more appropriate for their age.

Stage 1. Blocks are carried around, not used for construction. This applies to the very young child.

Stage 2. Building begins. Children make mostly rows, either horizontal (on the floor) or vertical (stacking). There is much repetition in this early building pattern.

Stage 3. Bridging: two blocks with a space between them, connected by a third block.

Stage 4. Enclosures: blocks placed in such a way that they enclose a space.

Bridging and enclosures are among the earliest technical building problems that children have to solve. They occur soon after a child begins to use blocks regularly.

Stage 5. When facility with blocks is acquired. decorative patterns appear. Much symmetry can be observed. Buildings, generally, are not yet named.

Stage 6. Naming of structures for dramatic play begins. Before that, children may also have named their structures, but the names were not necessarily related to the function of the building.

Stage 7. Children's buildings often reproduce or symbolize actual structures they know, and there is a strong impulse toward dramatic play around the block structures.

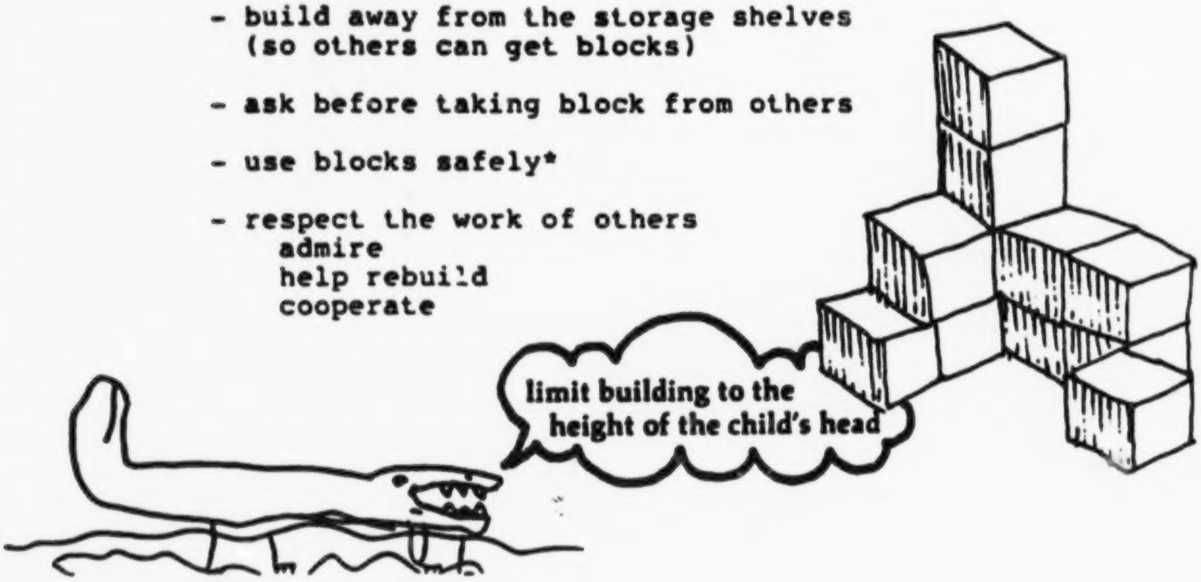
---

*THE BLOCK BOOK,

Setting Limits

Experienced teachers have found it helpful to set positive limits:

- build away from the storage shelves (so others can get blocks)
- ask before taking block from others
- use blocks safely*
- respect the work of others
  - admire
  - help rebuild
  - cooperate


limit building to the height of the child's head

Teacher Responsibilities

Teachers need to:

- be aware of the developmental stages of block building*
- model appropriate use
- plan committees using the blocks
- encourage self-selection by both boys and girls
- provide extension activities
- help clarify concepts (size, shape, more, less, etc.)

---

*THE BLOCK BOOK

1. Physical Set-up

Building Space

Choose a protected area, a "corner", as far removed from the main "traffic" of the room as possible. Use low cabinets or standing screens to block off the building area. If your room does not lend itself to a "corner-type" arrangement, you can mark off an area on the floor with masking tape.

A strip of masking tape on the floor about one foot out, in front of the blockshelves will help to remind the children not to build too closely to the shelves.

If at all possible, allow some buildings to remain up at the end of committees or self-selection. This is very difficult in programs that serve two groups of children a day, but it could be done ocasionally if a child feels especially proud of a building. It is also helpful to take photographs of the children's buildings and to display them in the block area. If a child is very unhappy about having to take down a building, you can make a quick sketch and say that you will help make the same building again the following day.

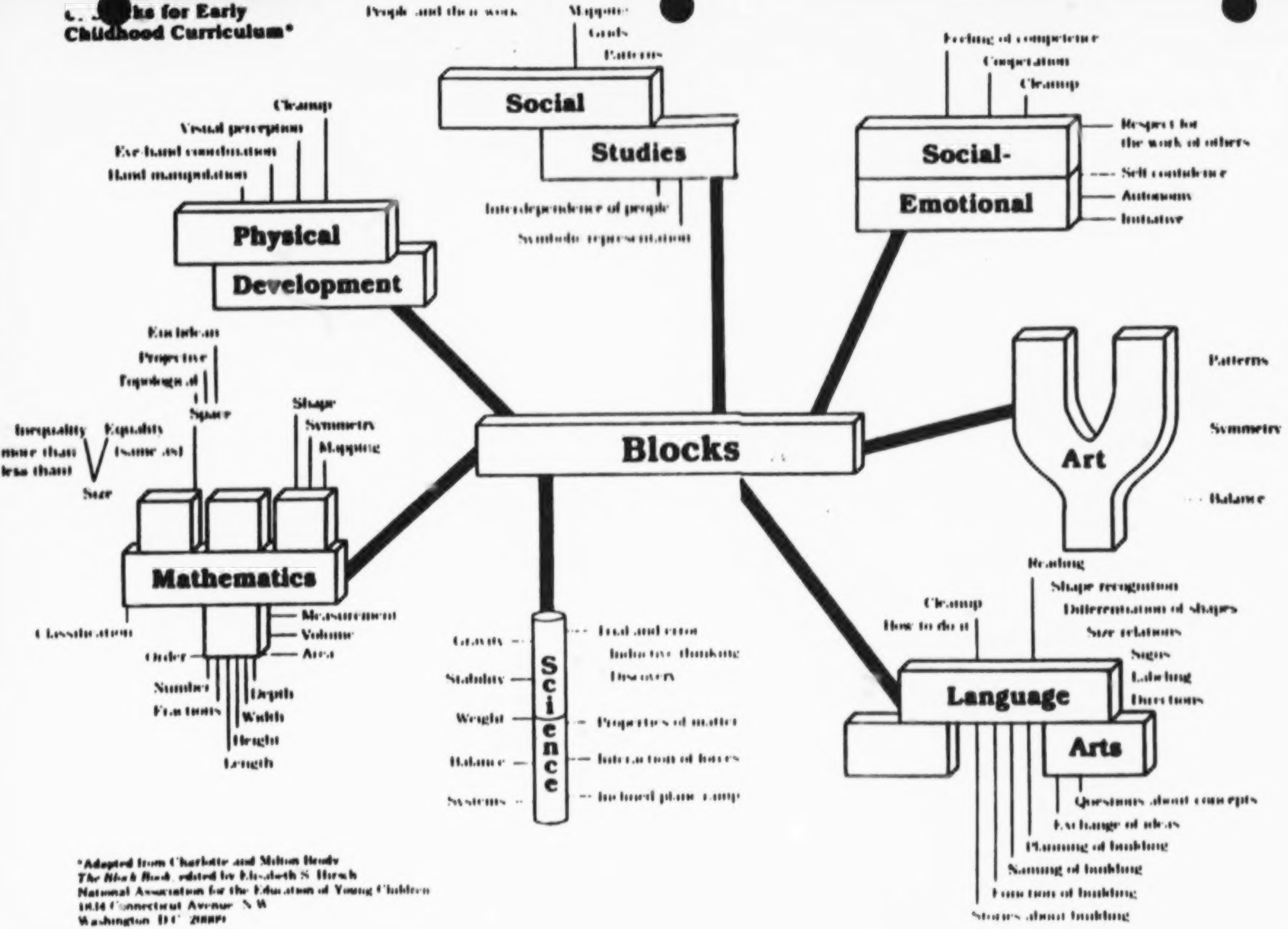
Shelf Arrangement

Blocks should be stored lengthwise, if possible, so that their size becomes immediately apparent. the longest and heaviest blocks should be on the bottom shelves. Try not to overcrowd shelves for beginning blockbuilders: a clear, orderly arrangement of blocks on shelves is very important if children are to gain respect for this material. Think of the available building space when arranging blocks: divide up the most popular sizes so not all the children will crowd around one shelf when getting their supply of blocks.

Mark the shelves so that blocks will always be put back:

- Draw the shape of the block onto the shelf with a magic marker, or trace the shape of the block onto colored construction paper, cut it out, and attach it to the back of the appropriate shelf.
- Write labels and name shapes.

[illegible]ial Contributions
o[illegible]ks for Early
Childhood Curriculum*


Blocks
Social
Studies
People and their work
Mapping
Grids
Patterns
Interdependence of people
Symbolic representation
Social-
Emotional
Feeling of competence
Cooperation
Cleanup
Respect for
the work of others
Self confidence
Autonomy
Initiative
Physical
Development
Cleanup
Visual perception
Eye-hand coordination
Hand manipulation
Art
Patterns
Symmetry
Balance
Mathematics
Euclidean
Projective
Topological
Space
Inequality
(more than
less than)
Equality
(same as)
Size
Shape
Symmetry
Mapping
Classification
Measurement
Volume
Area
Order
Number
Fractions
Depth
Width
Height
Length
Science
Gravity
Stability
Weight
Balance
Systems
Trial and error
Inductive thinking
Discovery
Properties of matter
Interaction of forces
Inclined plane, ramp
Language
Arts
Cleanup
How to do it
Reading
Shape recognition
Differentiation of shapes
Size relations
Signs
Labeling
Directions
Questions about concepts
Exchange of ideas
Planning of building
Naming of building
Function of building
Stories about building

*Adapted from Charlotte and Milton Brody
The Block Book, edited by Elisabeth S. Hirsch
National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

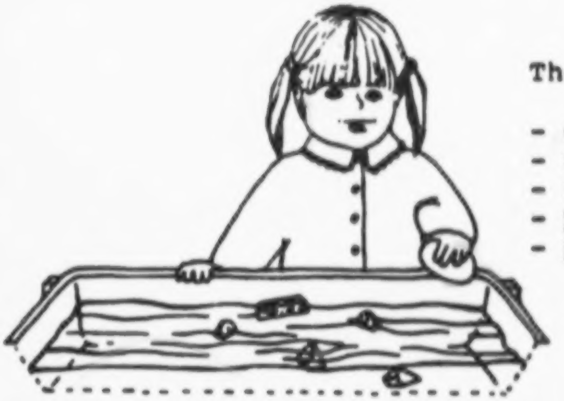
SAND/WATER PLAY

Sand and water provide endless opportunities for children to experiment, imitate, explore and discover using their senses of sight, touch, sound and smell. Basic principals of science and mathematics -- measurement, volume, physics, states of matter, properties of substances, conservation, comparison and classification--are demonstrated and discovered through sand and water experiences. When bubbles are added to the water, play, the experience broadens to include geometry, air pressure, color, and chemistry. Oral language develops as children are encouraged to talk and think about their discoveries.

Sand and water play activities may be adult directed or independent. Sand and water experiences may happen indoors or outdoors at the sand/water table, in small tubs, buckets or dishpans or outdoors in wading pools and sandboxes.

In establishing the sand or water play area consider the number of children it will accomodate, ease of clean-up and rules for safe, enjoyable use of the area.

Different accessories introduced at various times enhance the potential learning experiences of the sand/water play.

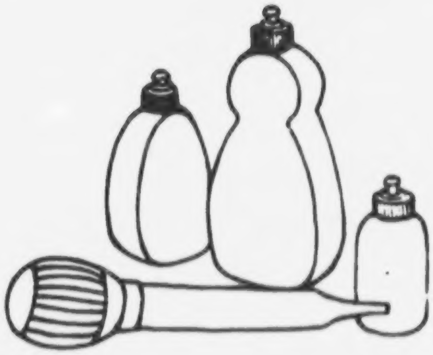


The teacher's role includes:

- extending experiences
- recording language
- redirecting activity if necessary
- providing adequate time and space
- providing time and tools for cleanup.

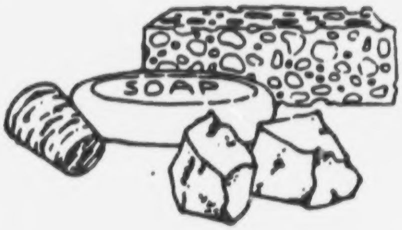
It is important that children be provided many accessories for their sand and water play. The teacher must, however, introduce accessories gradually because too much too soon may be chaotic and overwhelming to children.

Basic Waterplay Accessories



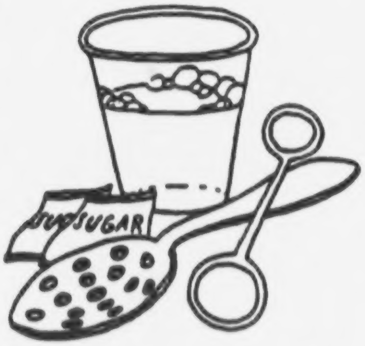
sponges
egg beaters
wire whisk
funnels
dropper bottles
measuring cups and spoons
plastic pitchers
water wheels
plastic syringes

Enhance water play with:



dolls to bathe
dishes to wash
objects that float
objects that sink
a toy boat collection
paint brushes (for pretending to be house painters)
food coloring

Bubble Recipe:

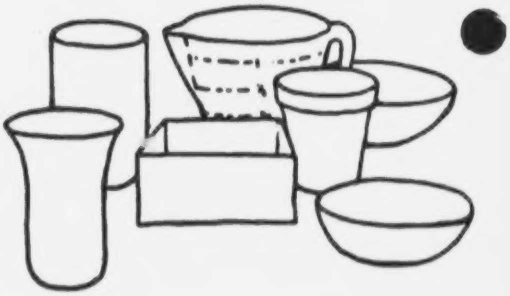


For each 2-3 quarts of water add
3/4 cups liquid soap
1/4 cup sugar or glycerine

Basic bubble accessories:

straws (1 per child, please)
plastic tubing
pipe cleaners
commercial bubble blowers
egg beaters

Basic Sand play Accessories

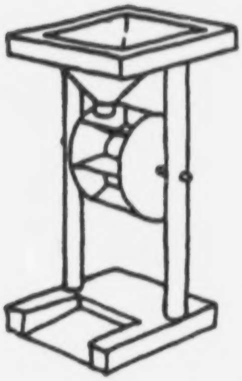


Shovels, scoops, spoons

Sieves, sifters, funnels

Pans, muffin tins, molds, cookie cutters

Measuring cups



Enhance sand play with:

Magnifying glass

Magnets (for mining ore)

Dump trucks & construction vehicles

Cars and blocks for city building

Toy animals and building materials (for far, zoo, desert
or forest)

Rolling pins

The sand/water table or any dish pan may be filled with an assortment of other materials providing a variety of sensory experiences.

Rice (white or colored)

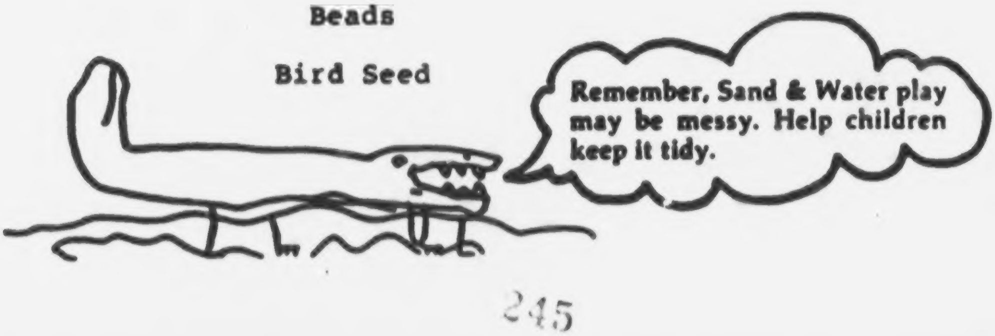
Beans

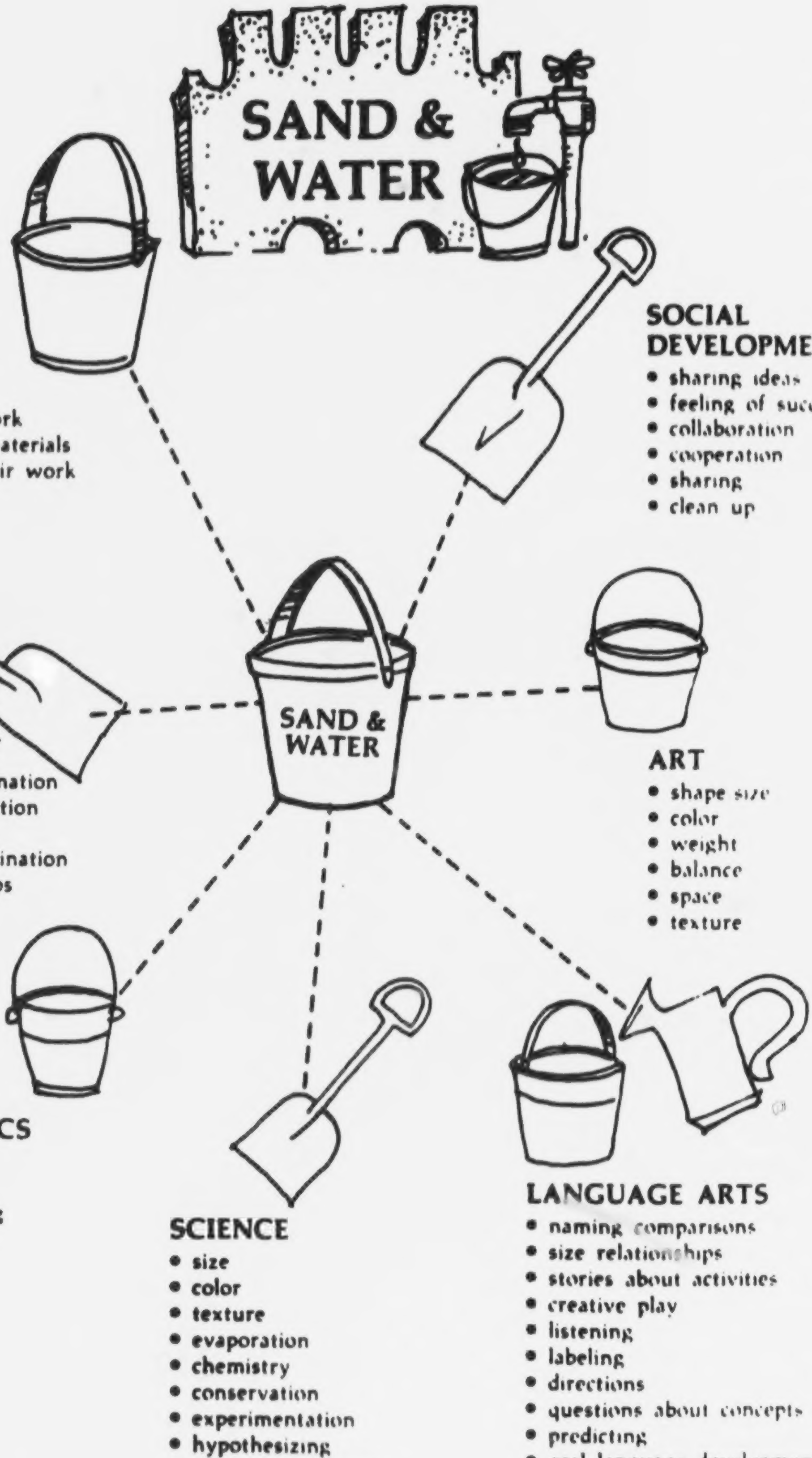
Gravel

Styrofoam pieces

Beads

Bird Seed


Remember, Sand & Water play may be messy. Help children keep it tidy.



SOCIAL STUDIES

- dramatic play
- role play
- constuction work
- construction materials
- people and their work

SOCIAL DEVELOPMENT

- sharing ideas
- feeling of success
- collaboration
- cooperation
- sharing
- clean up

PHYSICAL DEVELOPMENT

- fine motor coordination
- hand-eye coordination
- visual perception
- large motor coordination
- spatial relationships
- health

ART

- shape size
- color
- weight
- balance
- space
- texture

MATHEMATICS

- comparison
- size
- problem solving
- volume
- classification
- measurement
- geometry
- space

SCIENCE

- size
- color
- texture
- evaporation
- chemistry
- conservation
- experimentation
- hypothesizing
- properties of matter

LANGUAGE ARTS

- naming comparisons
- size relationships
- stories about activities
- creative play
- listening
- labeling
- directions
- questions about concepts
- predicting
- oral language development
- description of sensory stimuli

Play-dough is a terrific learning tool for every child! Play-dough can be made up in advance and frozen. Will keep for 3 months at room temperature if tightly sealed.

3 cups flour
1½ cups salt
3 cups water
3 tsp. cream of tartar
4 tblsp. oil
food color as you wish

Mix ingredients together. Heat on low heat until mixture "lumps," then stir into dough consistency. Store in a plastic bag or air-tight container.

Have fun!

THE ROLE OF COMPUTERS IN KINDERGARTEN

We recommend the use of computers as a teaching tool to reinforce the kindergarten curriculum. Computer literacy training promotes a comfort level in future personal, and educational use.

Ideally each classroom should have a computer to give the children an opportunity to become computer literate.

P
RETURN
SHIFT

GUIDELINES FOR THE USE OF THE COMPUTER IN AN INTEGRATED KINDERGARTEN CURRICULUM

*Children can learn to use the computer independently. The initial introduction to the computer will require that the teacher show children how to use it. Periodic monitoring is required. The adult monitoring should not take away from other classroom priorities.

*The appropriately selected computer material should add to the children's knowledge base.

*The selected programs should introduce, demonstrate, teach or reinforce what is going on in the classroom.

*Equal access must be provided for girls as well as boys so both may gain a sense of comfort in using the computer.

*When children find problems to solve, the computer may provide an alternative way of solving or exploring that problem.

*Computers can provide the opportunities for cooperative work among children through problem-solving together or by playing a computer learning game.

AGE APPROPRIATE COMPUTER SOFTWARE

APPLE

Sunburst Company Software available as of June, 1987

Muppet Learning Keys
An add-on keyboard a child can use featuring Jim Henson's Muppet characters

- A through Z order reinforces learning of the alphabet
- number learning
- measurement
- colors
- directional concepts

Memory: A First Step
(10 different disks)

- visual association
- whole to part
- self testing
- sequencing
- number of items to remember

COMMODORE

Moptown Parade
7 games on a diskette arranged in order of difficulty

- Make My Twin
- Who's Different?
- What's the Same?
- Make My Opposite
- Who Comes Next?
- Moptown Parade
- Clubhouse

Bumble Games
6 games to introduce the concepts of numberlines and geometry

Reader Rabbit: Early Reading Skills
4 games to improve:
- letter recognition
- word recognition
- memory skills
- vocabulary

Story Writer
A word processor. See District Software Digest for more information.

Disk Packs
See District Software Digest for more information.

Building Blocks

- visual association
- sequence
- chaining

Odd One Out K-6

- discrimination
- concrete concepts
- looking for pattern or sequence

Tiger Tales K-2

- picture recognition
- vocabulary
- comprehension
- problem-solving

Minnesota Educational Computer Consortium Software (MECC) is available. Send blank disk to Central for duplication.

First Letter Fun
(4 different programs)

- phonics practice in story format (those letters that represent the initial sounds of words)

Paint with Words

- vocabulary building, choose words that turn into colorful images

Fun From A to Z

- matching upper and lower case letters
- alphabet sequence
- select missing letters

Counting Critters
(5 programs)

Practice with basic number skills from 1-20

Arithmetic Critters

Practice with basic math skills from 1-99

Right of Way

Four programs that provide practice in left to right concepts.

Logs

- mazes, shapes, patterns, letters, words, pictures

Counting #1

- drill and practice

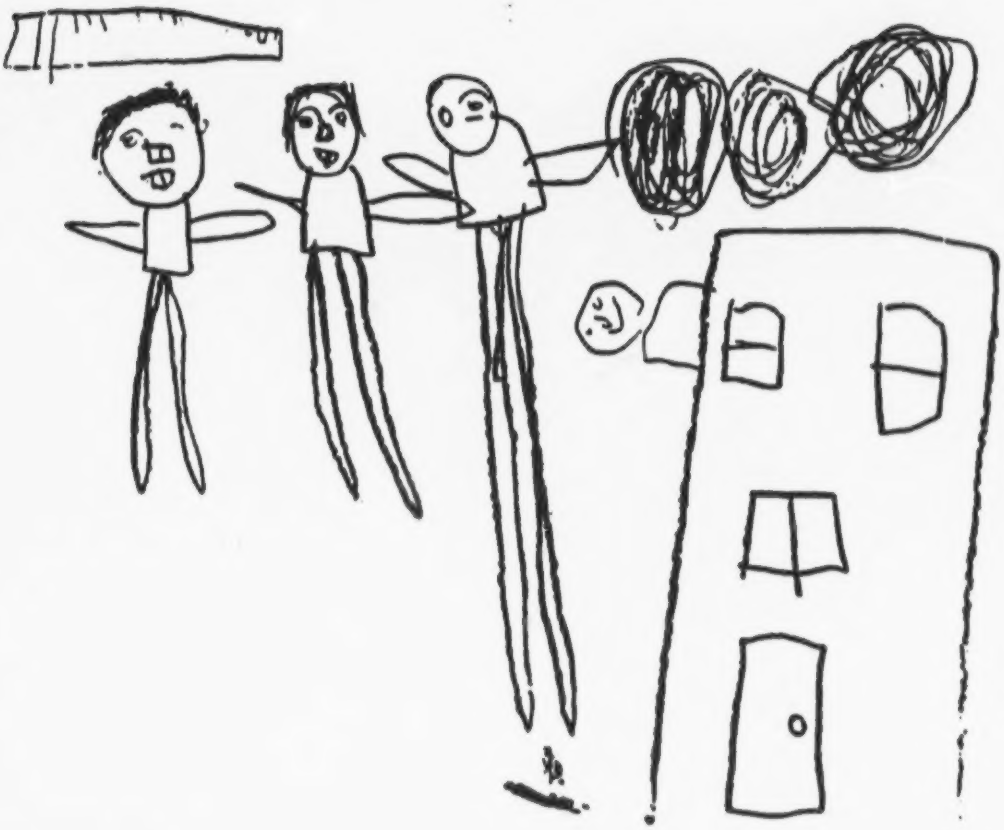
The Friendly Computer

- alphabetical sequence
- recognize upper and lower case letters

Print Shop

Automatically designs and prints cards, stationery, flyers, and banners.

CLASSROOM MANAGEMENT



SCHEDULES

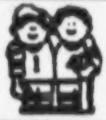
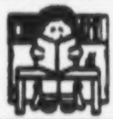
THE YEAR AT A GLANCE

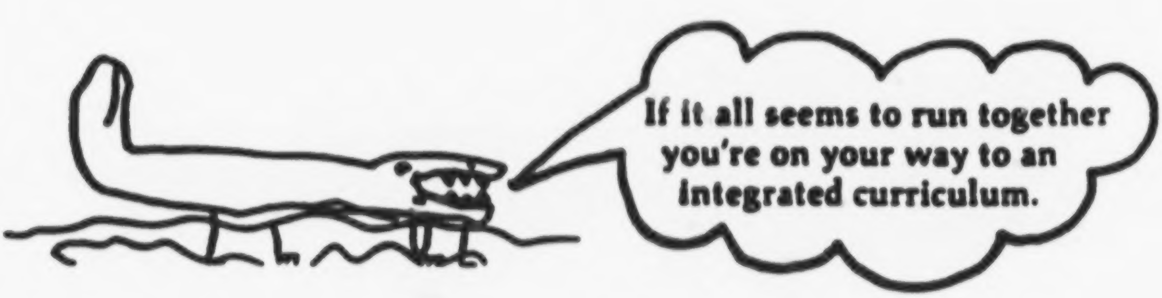
August	Education Conference School Starts
September	Open House
October	Kindergarten Screening - All Students Parent Conferences Report Cards
November	Mid-quarter progress reports for those children not making adequate progress
December	
January	Interim Progress Report Report Cards Records Day
February	
March	Mid-quarter progress reports for those children not making adequate progress
April	Survey of Students Invitation to Round-Up
May	Round-Up of Children Visits to Schools Distribution of Round-Up Booklet: "It's Time to Start School" Report Cards Cumulative Folders Team Reviews for Promotion/Retention

*Remember all children must be screened within 45 days of enrollment.

Teachers must structure class time according to the needs of their class and the school schedule. Plan your daily framework so that every child has time for:

DAILY CLASS SCHEDULE

TIME	ACTIVITIES	
Planning		Greeting/large or small group conversation/discussion of daily agenda, sharing, etc.
Small Group "Committees"		Introduction of new and existing curriculum elements (math, writing,etc.) listening post, etc.
Clean up		Cooperative restoration of the environment
Large Group		Stories, poetry, charts, discussion, shared books, music, role playing, sustained silent reading,Open Court activities, etc.
Outside		Self-selection of outdoor equipment/organized games or movement activities
Self-selection		Individual and small group time when children are free to select from a variety of activities and materials (playhouse, blocks, etc.)
Evaluation		Review of the day's events, self-evaluation, anticipate tomorrow, etc.


If it all seems to run together you're on your way to an integrated curriculum.

EXAMPLES OF ALTERNATIVE SCHEDULES

SCHEDULE

TIME	ACTIVITY
	Arrival
	Outdoor play
	Story or shared reading
	Informal discussion, planning time
	Choice of activity or work time
	Clean up
	Wash hands
	Nutrition
	Music, rhythms, group games or dramatization of story read earlier
	Dismissal

if children have had a long bus ride to school:

TIME	ACTIVITY
	Arrival
	Bathroom
	Snack
	Music
	Informal discussion, planning time
	Choice of activity or work time
	Clean-up time
	Story or shared reading
	Evaluation or summary of day
	Dismissal

when planning a special activity, such as a field trip:

TIME	ACTIVITY
	Arrival
	Informal gathering for planning and discussion of field trip; list what children should look for; list questions children wish answered. Discuss routine of field trip, always keeping basic routine same; it may be that each child will have a partner.
	Children arranged in small groups, each with a specified adult. If it is a walking trip, groups stay together; if bus trip, groups sit together in same section and gather as they get off the bus.
	Field Trip
	Nutrition
	Discussion of field Trip
	Dismissal

following a special event:

TIME	ACTIVITY
	Arrival
	Informal discussion, planning time
	Discuss field trip - were questions answered? Film to review field trip or an experience story about field trip.
	Planning time
	Choice of activity or work time
	Clean-up time
	Story or shared reading
	Outdoor activity
	Group discussion and evaluation of day's accomplishments
	Dismissal

SAMPLE SCHEDULE

8:00 - 8:30	Calendar Pledge Songs Word Barrel Story
8:30 - 8:45	Group Gross Motor
8:45 - 9:00	Present Concept Model Open Court
9:00 - 10:00	Work Stations
10:00 - 10:30	Directional Games
10:30 - 11:00	Big Book Finger Plays
11:00 - 11:30	Lunch
11:30 - 12:00	Bathroom Quiet Activities
12:00 - 12:30	Creative Writing Listening Center
12:30 - 1:30	Art Dramatic Play
1:30 - 2:00	Science/ Social Studies
2:00 - 2:15	Magic Circle Self Evaluation
2:15 - 2:20	Bathroom Dismissal

SAMPLE SCHEDULE

8:00 - 8:40	Opening Roll Pledge Song Calendar Straws Show/Tell Story
8:40 - 8:50	Activity Record or Activity Finger Plays
8:50 - 9:20	Open Court - Thinking Skills
9:20 - 9:45	P.E./Every Child's A Winner
9:45 - 10:00	Recess
10:00 - 10:10	Story - Thematic
10:10 - 11:15	Centers Listening Math Alphabet/Sounds Skills
11:15 - 12:00	Lunch
12:00 - 12:20	Rest
12:20 - 1:15	Story Science/Social Studies Creative Writing
1:15 - 2:10	Centers Blocks Paint Play House Clay Games - Board
2:10 - 2:20	Discuss Day

SAMPLE SCHEDULE

8:00 - 8:45	Greeting, Moment of Silence, Flag Salute, Roll Call, Calendar, Count days (straws), Weather, Word for the day.... Thinking Book - Willy Wisher Story and/or Open Court Basic Vocabulary or Classification
8:45 - 9:00	Science/Social Studies Introduce Units - Expand on Units - Group Project
9:00 - 9:30	Open Court
9:30 - 10:00	Recess Restrooms Story Fingerplays, songs, poems, etc.
10:00 - 11:00	Committees (Directed Centers) Ten to fifteen minutes of this time may be used for introducing a new concept (i.e., math). This time also includes clean-up and get ready for lunch.
11:00 - 11:45	Lunch/Recess
11:45 - 12:15	Rest Period/Story
12:15 - 12:30	Show & Tell Sharing
12:30 - 1:00	Creative Writing
1:00 - 1:45	Free Choice Centers (paints, blocks, sand/water table, playhouse, woodwork table, etc.) Three days out of the week free choice centers would be cut by fifteen minutes for P.E.
1:45 - 2:00	Big Book
2:00 - 2:20	Evaluation of Day Clean Up Room Go Home

SAMPLE SCHEDULE

8:00 - 8:20	Opening Pledge, Song, Calendar, Roll, Show & Tell
8:20 - 8:30	Story Time
8:30 - 8:45	Thematic: Oral Language, Big Book Reading, Creative Writing Model
8:45 - 9:45	Independent and own creative writing Centers relating to academics and small group reinforcement
9:45 - 10:00	Recess
10:00 - 10:15	Open Court Total Group Instruction
10:15 - 11:00	Directed Centers Math manipulatives Workshop Games
11:00 - 11:15	Clean up room Wash hands Lunch tickets
11:15 - 12:00	Lunch
12:00 - 12:30	Bathroom Rest Quiet Activities
12:30 - 12:45	Stories, Songs, Records, Thinking Skills
12:45 - 1:30	Discovery Play Blocks Clay Playhouse Painting
1:30 - 1:50	P.E.
1:50 - 2:10	Evaluation of Day
2:10 - 2:20	Get ready to go home

Sample
Daily Schedule

11:45 - 12:00	Arrival time
12:00 - 12:20	Opening Attendance Calendar
12:20 - 12:30	Modeling
12:30 - 1:00	Math Their Way Tubbing Activities Workjobs Teacher/Small Group or Teacher/Individual
1:00 - 1:20	Recess Physical Ed. Group Games Free Play
1:20 - 1:30	Introduce Stations
1:30 - 2:30	Academic Block Six stations/activities: Letters/Sounds/Reading Readiness Try Task, Handwriting, Language Listening Center Art Visual Discrim, Small Motor, Manipulatives Book Corner, Systems 80, Computer
2:30 - 2:40	Music, Singing, Movement Exploration, Creative Dramatics
2:40 - 2:55	Story, Closing, Evaluation
2:55 - 3:00	Hand out papers, notices, etc., line-up, Sing Good-bye Song

GROUPING

GROUPING

Large Group

The daily schedule should be flexible and offer time for large group, small group and/or individual work. It should also offer a balance of child-selected and teacher-selected activities for children.

Activities that lend themselves to large groups are singing, stories, games, big books and times for sharing ideas and work. The teacher needs to be sensitive to the ability of each class to participate in large groups. Depending on the interpersonal skills of the children, the teacher needs to adjust the amount of time and activities for the group. Large group work should not be the major way of teaching children in the early childhood classroom. Small groups offer a much more effective grouping.

Small Groups

Small groups offer the teacher an effective way to personalize a response to children. Children's questions will more likely be asked and answered more personally in a small group. The teacher also has an opportunity to observe the child and, consequently, plan better for that child's individual needs.

Children in small groups will develop their social skills, have more opportunities to express themselves and actively participate in learning.

Heterogeneous Groups

For many activities, heterogeneous groups provide the best opportunities for maximum learning and interaction. Piaget has pointed out the importance of peer modeling and cooperative learning. The teacher should strive for groupings that will offer the most to children by considering their social and language abilities. A reader may be placed with several non-readers to offer a model; a shy child with an outgoing, accepting child; a child who relies on materials with one who relies on verbal information; a verbally skilled child with one whose language is not as developed. Each will learn from the other. A mix of boys and girls is also important.

Homogeneous Groups

For other activities, homogeneous grouping may be preferred. This may mean grouping based on common strengths, needs, interests, learning style or friendship. Care must be taken to avoid always grouping the same children to the exclusion of others. Children are quick to realize the pattern and recognize the exclusionary aspects of the activities teachers have planned for groups.

Other considerations in grouping may include sociometric needs as well as teacher management needs. Children who are socially isolated may be so painfully shy that they find comfort in the anonymity of a large group. Left on their own, they may retire from activity altogether or may engage in socially inappropriate behavior reinforcing their isolation. In classes where there are several children with behavioral difficulties, separating them through grouping can ease discipline management problems and provide opportunities for appropriate decision-making.

Teacher-Selected Groups (Sometimes called Committees)

There are appropriate reasons and times for teachers to group children and place them in specific situations. Again, small groups will provide the most effective learning setting. In these activities, the group may work together independently without direct adult guidance following teacher-designed directions, or the group may work with a teacher or other adult.

These teacher selected activities offer the teacher an opportunity to:

1. Introduce new materials, skills, and concepts
2. Model extended language
3. Observe children's competence and level of understanding
4. Meet individual personal needs and learning levels
5. Build children's expectations for future learning

These activities offer children an opportunity to:

1. Have experiences with new materials, ideas, concepts, skills, language, and friends
2. Work cooperatively
3. Accept responsibility for their own work and clean up
4. Plan, carry out plans, make decisions

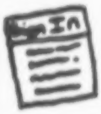
Self-Selection

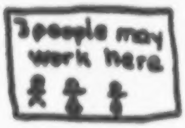
Self selection is a time of the day when children are permitted to choose what work they will do and with whom. Children will have opportunities to choose from a large number and variety of available materials and activities. As the year progresses, self-selection will occupy a larger portion of the day. Early in the year, self-selection may begin as a shorter time period which is increased as the children's abilities to make choices and sustain themselves in activities improves.

Self-selection is a vital and exciting learning time as children interact with one another. Because children are following their own interests, learning will occur in a meaningful context. For self-selection to be successful, several criterion need to be met. There must be an adequate time period allowed so that children can pursue their interests and involve themselves in their work. New areas should appear throughout the year and new materials added to existing areas to provide new interest and extend learning. Choices for activities may be open ended (woodworking), self-correcting (puzzles), quiet (listening to tapes), active (dramatic play), simple (board games) or complex (blocks). Areas can be provided where children may work alone or with others.

Children can move and work in more than one area. The number of children can be regulated by class made rules, signup sheets or the number of chairs at a table.

This period of the day strengthens and develops children's ability to make decisions and accept responsibility for their own behavior and choices. Children decide where they would like to work, what they plan to do, and when they will make a new choice. Children learn self-restraint if they know their turn will come. The teacher must be prepared to offer certain activities until all interested children have had a chance to participate. Groupings of children in self-selection will be guided by their own interests, shared interests, and friendships, and the resulting combinations of children will be like groupings in natural life when people rely on one another for information and leadership.





Teacher's Role in Self-Selection

During self-selection the teacher may direct an activity, join children in their activities, or work with an individual child. The teacher will be talking with children about what they are doing, helping expand and reinforce their thinking and language. The teacher offers help and encouragement, shares the children's enthusiasm and introduces new information. Self-selection provides valuable time for observation of children for future planning. The teacher may ask questions such as:

What materials are used most often?
What materials are being ignored?
How are the children grouped?
Who is not involved?
What is needed for tomorrow or next
week to reinforce what is happening now?

The role of the teacher in this kind of environment is not one of constant management, but one of meaningful interaction with children.

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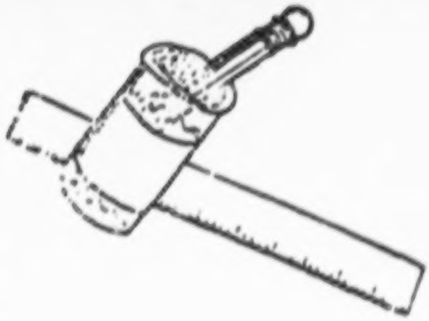


Setting Up
and
Implementing Centers

Grouping:

1. heterogeneous (social adjustment)
2. homogeneous (ability grouping)
3. high-low pairing (children paired according to demonstration of knowledge)

Time Allotment:

1. one hour daily
   four 15 minute stations
2. forty minutes daily
   two- 20 minute stations per day; children go to two on first day, next two on the second day
3. all day
   individual children "on contract" with teacher

Utilization of Help:

1. teacher-directed
2. aide, parent volunteer, student teacher, high school or cross-age tutor directs
3. child directed (one child as the teacher for other children)
4. completely independent (each child directs himself)

Types of Activities:

1. Independent
   non-sequential
   stems usually from child's interests.
2. Dependent
   sequential
   diagnostic/prescriptive
3. Contracted
   individual agreement between child and teacher (resulting from conference)
4. Self-Selection
   enrichment
5. Rotation
   scheduled time periods
   possibly prescriptive

Evaluation:

1. Tests
   standardized
   criterion-referenced
   teacher-made
2. Conferences
   parent-teacher
   child-teacher
   whole class discussion

THEMATIC
UNITS

SUGGESTIONS FOR: The 3 Bears or Any Story that You choose

MATH

- Classify
  - By size
  - Furniture and bowls
  - 3 Bears
  - Bear Counters (classify by)
  - By colors
  - Counting

- Graphing: Children can bring in bears or use stuffed bears made during art.
  - By colors
  - Sizes
  - Kinds of Bears (example - Polar, Teddy, Sun Bear)
  - Male/Female

LANGUAGE

Reading to Children - See resource list.

- Vocabulary
  - porridge
  - forest
  - quilt
  - furry
  - cuddle
  - growl
  - types of bears
  - hibernation
  - cave
  - fuzzy
  - mammals
  - corduroy

- Basic Concepts
  - Hot-cold - relate to 3 Bears Story
  - Up-down
  - Inside-outside
  - Big-little
  - Soft-hard

- Show/Tell
  - Can have class bring in teddy bears - use throughout your theme - for example, self-esteem
  - Graph bears
  - Dramatic play
  - Teddy picnic
  - Bear tea party

SCIENCE

Bears - can discuss kinds of bears
what they eat
where they live

See questioning strategies in Cognitive section of curriculum guide.

HIGHER ORDER THINKING SKILL - PREDICTIONS

Activity

Have the children discuss what happened to Goldilocks when she got home. Predict other outcomes of, "What did the three bears do after Goldilocks ran away?" "What did Baby Bear do about his porridge, his chair, and his bed?" "What did the bears do to make sure they never would have another uninvited guest?"

Activity

Anytime the teacher reads a story for the first time, outcomes and predictions should be encouraged by asking, "What do you think will happen next?"

SENSORIMOTOR SKILLS - FINE AND GROSS MOTOR

Activity

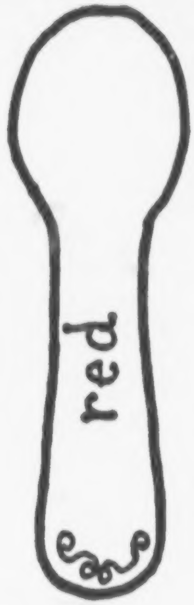
Punch holes around the edge of a bear card (found in Appendix H) that has been glued on heavy cardboard. Tie the bear up by lacing a ribbon through the holes. Ribbon can be looped around the holes or threaded in and out of the holes.

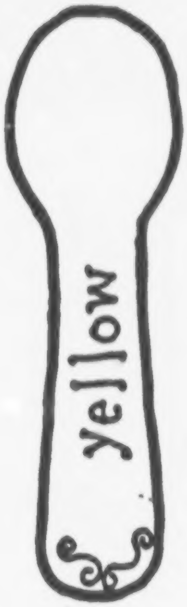
Activity

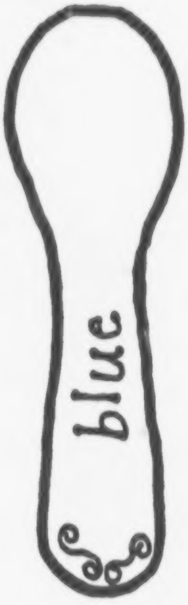
After the children have become familiar with the story of Goldilocks and The Three Bears, talk about the many places that Goldilocks traveled. Have the children pretend that their classroom is the setting of the story. Designate one area to be the home of the three bears, another area to be Goldilocks' home, and have the furniture in the room become trees and other obstacles along the way. Tape footprints on the floor to guide the children through the "woods" and into the "bear's house." Have footprints guide the children to go forward, sideways, and backwards. Encourage the children to walk with alternating feet.

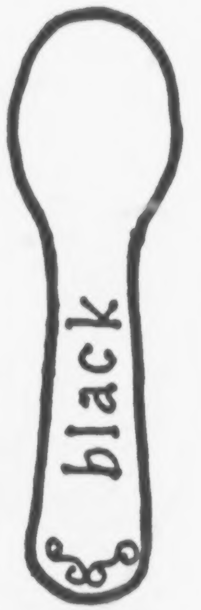
HONEY JAR SPOONS

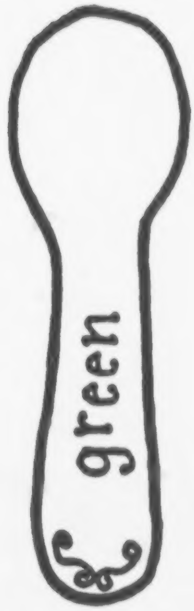
This page is to be used with HONEY JARS. The spoons below have color words printed on them. Cut them out on the black lines and put them in a pile so you'll know where they are when you're ready for them. On the HONEY JARS page, color each honey jar a different color—red, blue, yellow, green, orange, purple, brown, and black. Now, lay the correct spoon on the matching color honey jar. Keep the spoons in an envelope with your name on it so you can play the game again and again.

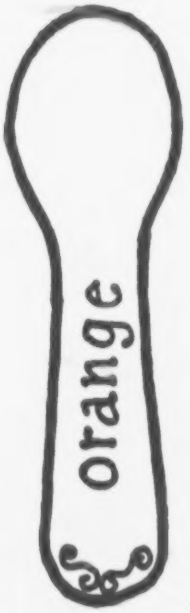


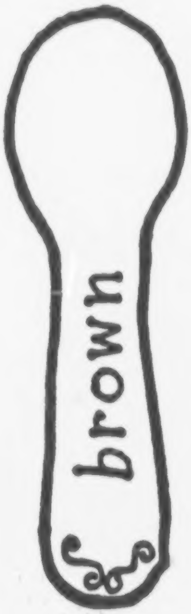


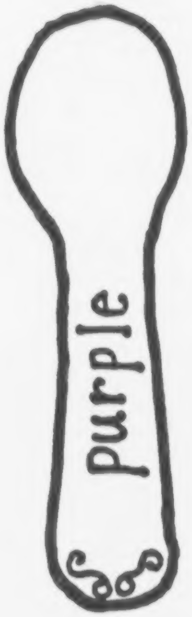




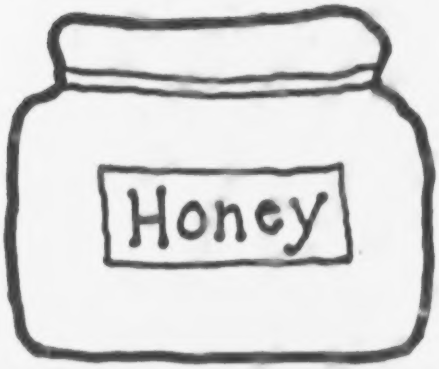


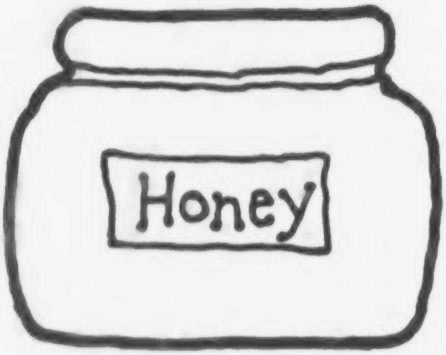


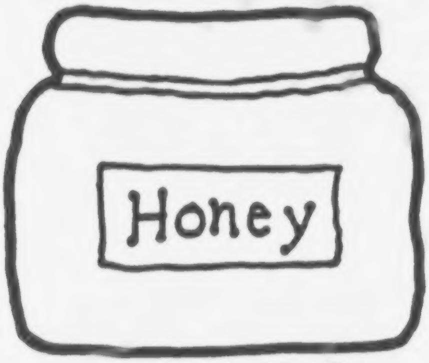


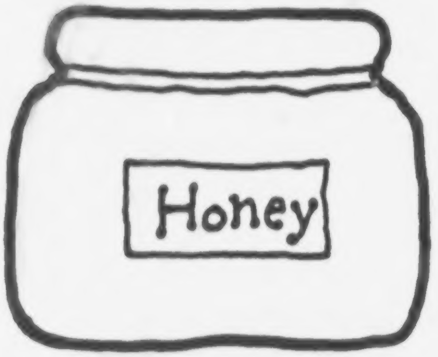


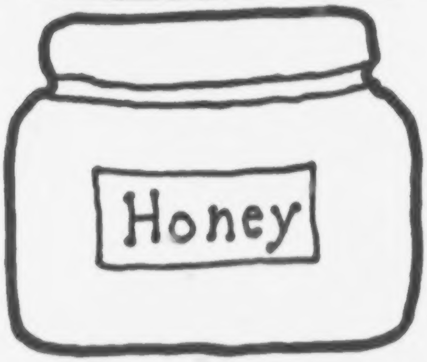
HONEY JARS

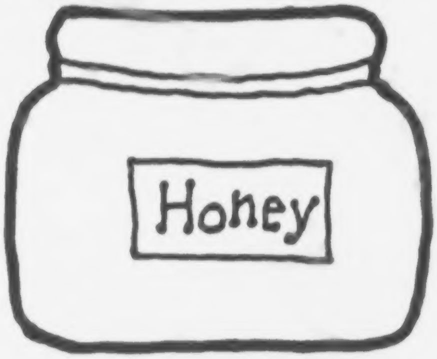


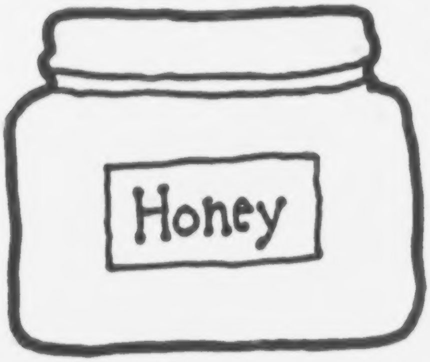


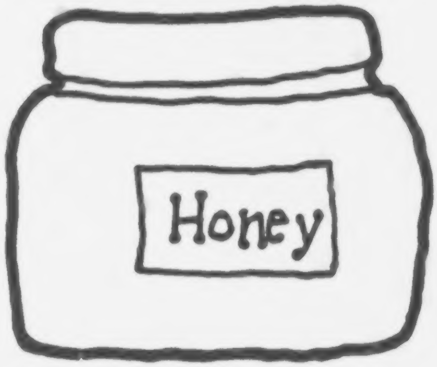






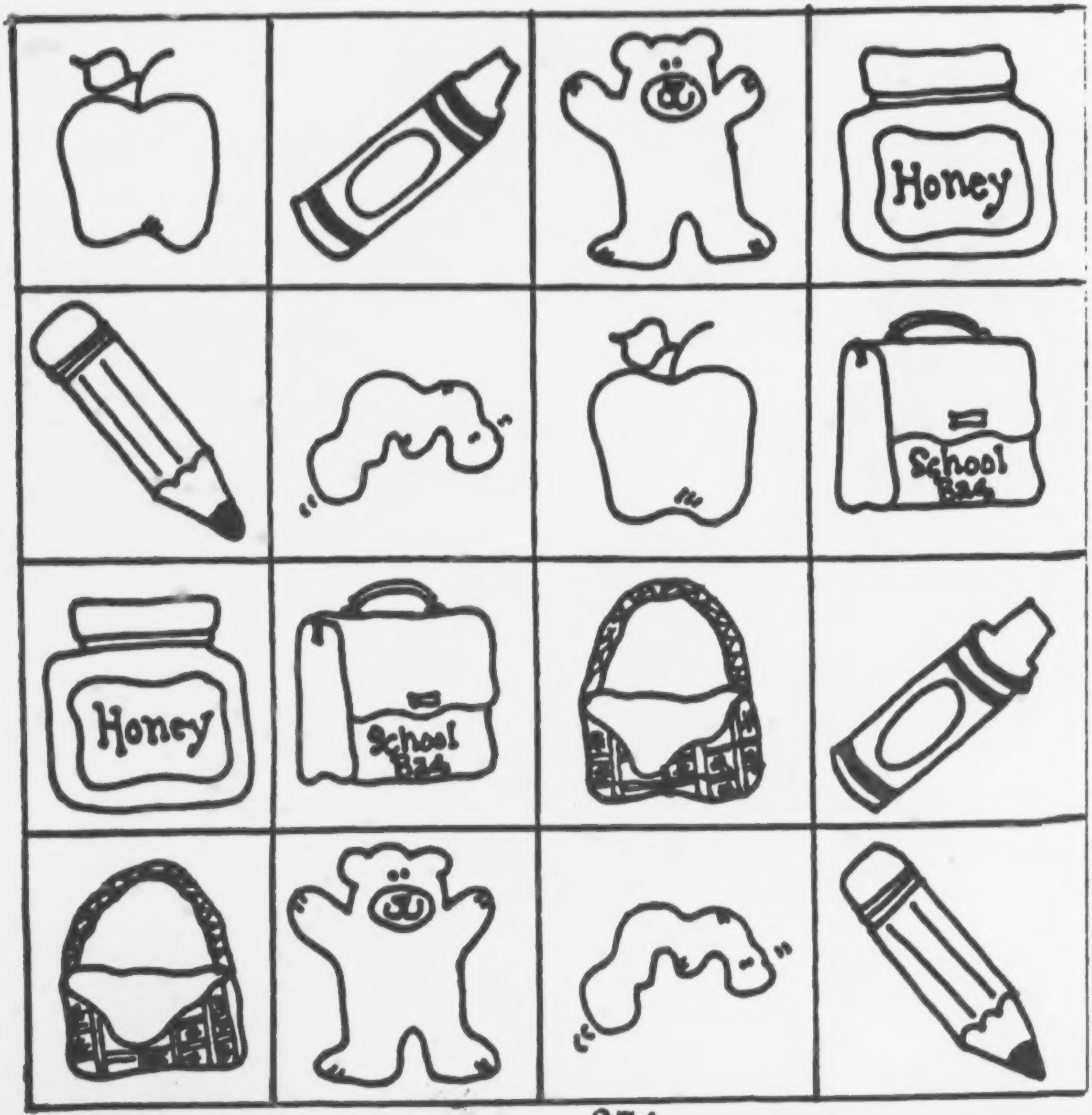






Bear Memory Game

Each of the boxes below contains a September picture. Color each picture and cut the boxes apart on the lines. To play the September memory game, lay the cards face down and turn over two cards at a time. If the cards match, you may keep them. If the cards don't match, turn them back over. Your turn is over. Try to remember where each picture is hidden as the other players take their turns. The person with the most matches wins the game.



Songs - Rhymes - Fingerplays - Poems

Bear Songs. Look for bear storybooks, bear fingerplays, and bear songs for the week. Suggested bear books: *Corduroy* (Freeman); *A Pocket for Corduroy* (Freeman); *Ask Mr. Bear* (Flack); *The Biggest Bear* (Ward); *The Big Honey Hunt* (Berenstein); *Blackboard Bear* (Alexander); *Blueberries for Sal* (McCloskey); *Brown Bear, Brown Bear* (Martin); and *Teddy Bears 1–10* (Gretz). Songs might include "The Bear Went Over the Mountain" and the following:

(to the tune of "One Little, Two Little, Three Little Indians")

One little, two little, three little brown bears,
Four little, five little, six little brown bears,
Seven little, eight little, nine little brown bears,
Ten little brown, brown bears.

The children can make up other verses for other kinds of bears, for example, "One little, two little, three little black bears"; polar bears; Pooh bears, etc.

Three Bears Rhyme

Once upon a time there were three bears
1--2--3
They had three bowls and they had three chairs
1--2--3
They had three beds at the top of the stairs
1--2--3--4--5--6--7--8--9--10
Goldilocks came to the door with a knock
(use blocks for knock)
1--2--3
But the three bears were out for a walk
1--2--3
So she walked right in to the house of the bears
1--2--3
She tasted their porridge and sat in their chairs
1--2--3
Then she tried out all of their beds upstairs
1--2--3--4--5--6--7--8--9--10
Then back home to eat came the three bears
1--2--3
And found Goldilocks in a bed upstairs
1--2--3
Goldilocks woke up and ran down the stairs
10--9--8--7--6--5--4--3--2--1
And she never came back to the home of the bears.

Barbara Lukow

Teddy Bear

Verses:

1. Teddy Bear, Teddy Bear, turn around (children turn)
   Teddy Bear, Teddy Bear, touch the ground (children touch floor)
   Teddy Bear, Teddy Bear, shine your shoe (touch shoe)
   Teddy Bear, Teddy Bear, now, skidoo! (children jump)

2. Teddy Bear, Teddy Bear, go upstairs (children lift knees while stepping)
   Teddy Bear, Teddy Bear, say your prayers (children fold hands)
   Teddy Bear, Teddy Bear, turn out the light (pretend to pull a cord)
   Teddy Bear, Teddy Bear, now goodnight! (place folded hands under chin)

Variations:

1. Children could walk in a line around the room.
2. After children learn the game thoroughly, try speeding up the first verse, slowing down the second verse.

Fuzzy Wuzzy was a bear.
Fuzzy Wuzzy had no hair.
Fuzzy Wuzzy wasn't very
fuzzy, was he?
He was bare.

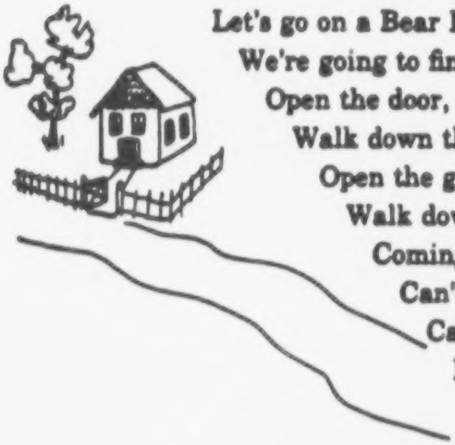
BEAR HUNT

(A Chanted Story)

Age: 3–8 years

Benefits: Practice in listening skills, sequencing concepts and use of memory
Development of rhythmic coordination

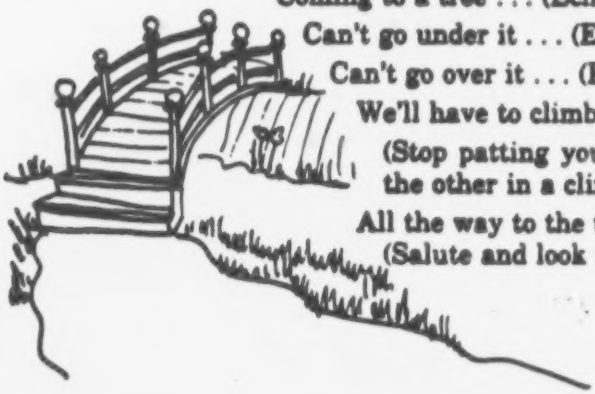
Directions: Instruct children to listen and watch carefully so that they can echo each phrase and imitate the motions as they accompany the story. Begin patting your hands on thighs to make a "foot-step" sound and create a beat; chant each phrase rhythmically, pausing to allow the children to echo them. Once you have found the bear, "run" back home (Rapidly pat thighs with hands).



Let's go on a Bear Hunt . . . (Echo)
We're going to find a Bear . . . (Echo)
Open the door, squeak . . . (Echo)
Walk down the walk . . . (Echo)
Open the gate, creak . . . (Echo)
Walk down the road . . . (Echo)
Coming to a wheat field . . . (Echo)
Can't go under it . . . (Echo)
Can't go over it . . . (Echo)
Have to walk through it . . . (Echo)
(Stop patting your thighs and rub your hands together to make a swishing sound.)

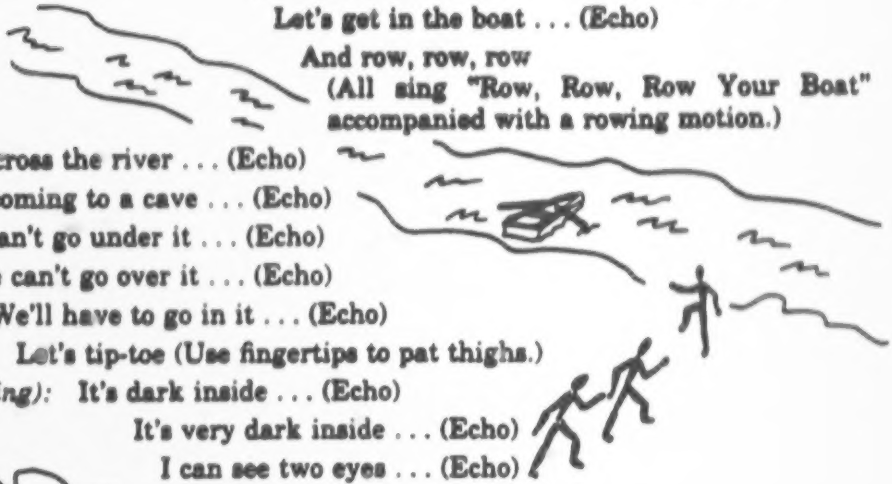
Got through the wheat field . . . (Echo)

Coming to a bridge . . . (Echo)
Can't go under it . . . (Echo)
Have to walk over it . . . (Echo)
(Stop patting your thighs and pound your fists on your chest.)
Over the bridge . . . (Echo)
Coming to a tree . . . (Echo)
Can't go under it . . . (Echo)
Can't go over it . . . (Echo)
We'll have to climb it . . . (Echo)
(Stop patting your thighs and place one fist on top of the other in a climbing motion.)
All the way to the top . . . (Echo)
(Salute and look from one side to the other.)



Do you see a bear. . . ? (Echo)
No (shaking head) . . . (Echo)
We'll have to climb down . . . (Echo)
(Place fist under fist to climb down.)
(Resume walking.) Coming to a river . . . (Echo)
We can't go under it . . . (Echo)
We can't fly over it . . . (Echo)
We'll have to cross it . . . (Echo)
Let's get in the boat . . . (Echo)
And row, row, row
(All sing "Row, Row, Row Your Boat" accompanied with a rowing motion.)

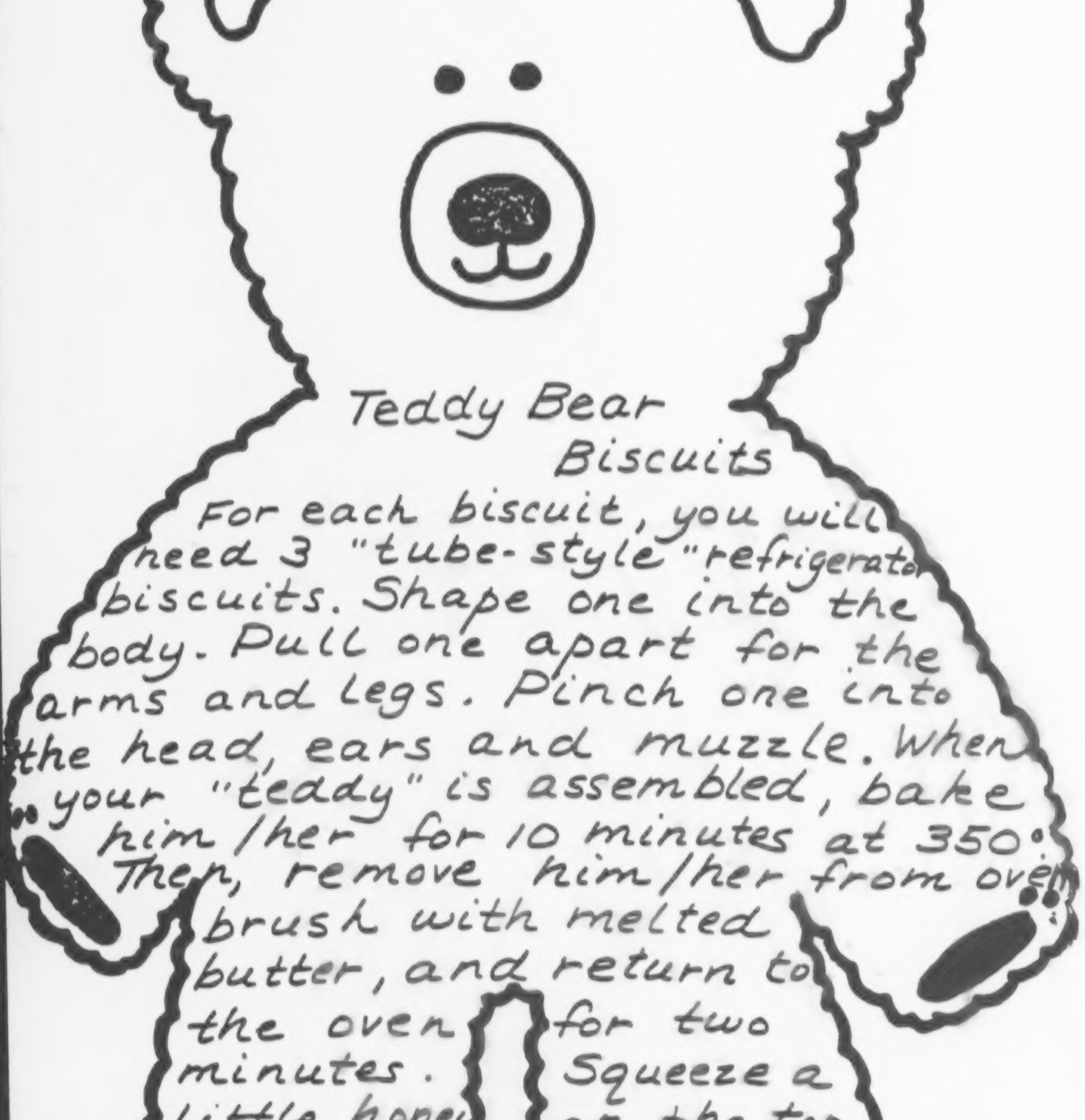
We got across the river . . . (Echo)
We're coming to a cave . . . (Echo)
We can't go under it . . . (Echo)
We can't go over it . . . (Echo)
We'll have to go in it . . . (Echo)
Let's tip-toe (Use fingertips to pat thighs.)
(Whispering): It's dark inside . . . (Echo)
It's very dark inside . . . (Echo)
I can see two eyes . . . (Echo)
And a big furry body . . . (Echo)
(Yelling): It's a Bear . . . RUN . . . (Echo)



Patting your hands very quickly on your thighs, run back to the river, row the boat across the river, run to the tree, climb up and climb down, run to the bridge and cross it, run through the wheat field, run up the road, open the gate . . . (it creaks), run up the walk, open the door . . . (it squeaks), SLAM IT! (Clap hands together.)

Comments: This is one of the most loved chanting activities for children. Young children are particularly fascinated with the story and will request it again and again.

LET'S GO ON A BEAR HUNT



Teddy Bear Biscuits

For each biscuit, you will need 3 "tube-style" refrigerato biscuits. Shape one into the body. Pull one apart for the arms and legs. Pinch one into the head, ears and muzzle. When your "teddy" is assembled, bake him/her for 10 minutes at 350°. Then, remove him/her from oven, brush with melted butter, and return to the oven for two minutes. Squeeze a little honey on the top and eat while still warm. M-m-m!

RESOURCES:

Books -

Paddington Bear	Michael Pond
Winnie the Pooh	A.A. Milne
Bears in the Night	Berenstein
Harry Beary	Big Book
Brown Bear, Brown Bear	Bill Martin, Jr.
The Three Bears	Paul Galdona
Ten Bears in My Bed	Stan Mack
The Square Bear	William Cole
Corduroy (series)	Don Freeman
Willy Bear	M. Kantrowitz
Teddy Bear's Picnic	Jimmy Kennedy
Blueberries for Sal	Robert McClowsky
Ira Sleeps Over	Bernard Waber
Care Bears	Ali Reich

Films -

16 mm	#804	The Bear Family
	#414	Korochan the Little Bear
	#1306	Pooh's Great Bus Adventure
	#87	The Grizzlies (V.T.)
	#1120	Please Look After This Bear A Bear in Hot Water Paddington Goes Underground
SFK	#116	Blueberries for Sal
	#118	The Biggest Bear
IS	985	The Three Bears
	1028	The Three Bears Visit Goldilocks

SAMPLE OUTLINE OF AN INTEGRATED UNIT

Spring Weather

I. Concepts to Be Taught
  A. Weather turns warm.
  B. Wind and rain occur.
  C. Clouds and sky predict approaching weather.
  D. People adapt to appropriate clothing.
  E. Spring winds create special activities.

II. Language Development
  A. Listening and Speaking activities
    1. On a rainy day, listen to the rain hit the roof.
    2. With rhythm sticks, tap out rain, drizzle, sprinkles, shower, and downpour.
    3. Discuss
      a. How does rain feel?
      b. What happens in a thunderstorm? a dust storm? How do they make you feel?
      c. Observe and describe cloud formation.
  B. Reading Activities
    1. Make a chart divided into three sections. Draw a picture of rain, wind, and sun at the top of each section and label with the corresponding word. The children cut pictures of different clothing from magazines and glue in appropriate section.
    2. Write a fingerplay on chart paper for the children to "read" along with you.
    3. Share books:
      Rainbow of My Own - Freeman
      Where Does the Butterfly Go When It Rains? - Garelick
      Curious George Flies a Kite - Rey
      When It Rains Cats and Dogs - Turner
      Umbrella - Yashima
      It Looked Like Spilt Milk - Shaw
      Cloudy With a Chance of Meatballs - Barrett
      What Do They Do When It Rains? - Bridwell
    4. Make a flannelboard story using pellon for the various cloud formations in It Looked Like Spilt Milk.
    5. Make a spring weather alphabet using spring words from A to Z.
  C. Writing
    1. Make a sun or cloud transformation book.
    2. Using the book Where Does the Butterfly Go When It Rains? ask each child to adapt the story using an animal of his/her choice. (Example: Where does the dog go when it rains?)

III. Math
  A. Cloud Comparison: Compare size of clouds on a graph.
  B. Colored Kites Match-Up: Match colored kites to color word tail.
  C. Raindrop Counting: Pretend a bouncing ball is the pitter patter of raindrops falling. Players close their eyes or turn their backs while adult bounces ball several times. Players listen and count silently the number of counts. The adult then asks one child to clap his hands and verbally count the same number of times the ball bounced. Child then becomes leader and bounces ball.

Variations:
1. Identify total number of bounces without clapping.
2. Bounce the ball, pause, and then bounce the ball again. Players must identify both times the ball bounced. For example: clap three times, pause, and then clap two more times.
3. Instead of ball, pat the bottom of an oatmeal container for the pitter patter of the raindrops. Give child an oatmeal container so he can make the same pitter patter sound as the leader when responding.*

D. More or Fewer Raindrops: Divide a poster board into two sections. Place a paper cloud at the top of each section. Place a different number of paper raindrops under each cloud. Which cloud has more raindrops? Which cloud has fewer? Repeat, changing number of raindrops under each cloud.*

IV. Science

A. Do evaporation experiments.
   1. Write with an ice cube on the sidewalk and watch it evaporate.
   2. Wet both hands in water. Place one hand in front of a fan. Which hand is cooler? Why?

B. Use a prism outdoors.

C. Set up water play activities.

D. Use a thermometer to graph the daily temperature.

V. Social Studies

A. Place weather pictures/words on a U.S. map according to where the weather occurs.

B. Develop an awareness of the weather map in the newspaper by bringing in the daily newspaper.

C. Chart the daily weather.

VI. Art

A. Shaving cream "clouds"

B. Pinwheels

C. Kites

D. Bubbles

E. Raindrop painting on coffee filters with eye droppers and colored water

VII. Movement

A. Parachute movement

B. Floating clouds: Use white balloon for a cloud. Make the cloud float by striking it with hands.

C. Puddle jumping: Jump over imaginary puddles (inner tubes, hoola hoops, masking tape).

VIII. Music

A. Make wind instrument using cardboard tubes. Make a large hole near one end. Cover both ends with waxed paper. Hum into large hole.

B. Use instruments to make weather music.
   1. rain - triangles, rhythm sticks
   2. wind - tambourine, mallot sliding across a xylophone
   3. thunder - symbols or blocks

IX. Cooking

A. Potato clouds: Use instant mashed potatoes.

B. Cloud creatures: Tear a cloud shape from a piece of white bread. Spread with cottage cheese and add features using raisins, dried fruits, etc.

*Beckman, Carol; Simmons, Roberta; Thomas, Nancy, Channels to Children: Early childhood Activity Guide for Holiays and Seasons. (Colorado Springs, Colorado: Channels to Children)

SPRING WEATHER

THE KITE

See the kit away up high. (Use one hand as kite sailing, twisting)
Sailing, swooping in the sky.
Twisting and turning and dipping around.
'Til the wind goes away,
And it comes fluttering down. (Hand comes slowly down)

I SEE THE WIND

Sung to: "Here We Go Around the Mulberry Bush"

I see the wind
When the leaves dance by
I see the wind
When the clouds wave "Hi!"
I see the wind
When the trees bend low
I see the wind
When the flags all blow.

I see the wind
When the kites fly high
I see the wind
When the clouds float by
I see the wind
When it blows my hair
I see the wind
Most everywhere.

WINTER, SRING, SUMMER, FALL

Sung to: "This Old Man"

Winter, Spring, Summer, Fall
There are seasons, four in all
Weather changes, sun and rain and snow
Leaves fall down and flowers grow.

Winter, Spring, Summer, Fall
There are seasons, four in all
Look outside and you will see
Just what season it will be!

WHEN I LOOK INTO THE SKY

Sung to: "Twinkle, Twinkle Little Star"

When I look into the sky
I can see the clouds go by.
They don't ever make a sound.
Letting wind push them around.
Some go fast and some go slow.
I wonder where all the clouds go.

TEACHER RESOURCES

TEACHER RESOURCE BOOKS

AND WHAT ELSE?
Wright Group
10949 Technology Place
San Diego, CA 92127

CREATIVE ART FOR THE DEVELOPING CHILD
Clare Cherry
Fearon Publishers
19 Davis Drive
Belmont, CA 94002

CUISENAIRE ALPHA BOOK
Creative Publications
5005 West 110th St.
Oak Lawn, IL 60453

DEVELOPING NUMBER CONCEPTS USING UNIFIX CUBES
Creative Publications
5005 West 110th Street
Oak Lawn, IL 60453

EXPLORATIONS FOR EARLY CHILDHOOD
Lalie Harcourt
Addison-Wesley Publishers, Copyright 1988
2725 Sand Hill Road
Menlo Park, CA 94025

EXPLORATIONS 1
Betty Coombs, Lalie Harcourt
Addison-Wesley Publishers, Copyright 1988
2725 Sand Hill Road
Menlo Park, CA 94025

FAMILY MATH
Creative Publications
5005 West 110th St.
Oak Lawn, IL 60453

FUN WITH THE APHABET
Evan/Moor

HELPING CHILDREN COMMUNICATE THROUGH WRITTEN LANGUAGE
Steps for Children Press
325 Queensbury St.
Thousand Oaks, CA 91360

IDEA BOOK FOR CUISENAIRE RODS
Creative Publications
5005 West 110th St.
Oak Lawn, IL 60453

KEY WORDS TO READING
Charles E. Merrill Publishing Co.
A. Poell & Howell Co.
Columbus, OH 43216

Teacher Resource Books

KINDERGARTEN TEACHER'S MONTH-BY-MONTH ACTIVITIES PROGRAM
Stull and Price
Center for Applied Research in Education

MATHEMATICS THEIR WAY
Creative Publications
5005 West 110th St.
Oak Lawn, IL 60453

MOVE OVER MOTHER GOOSE
Ruth Dowell
Gryphon House, Inc.

MUSICAL GAMES, FINGERPLAYS AND RHYTHMIC ACTIVITIES FOR EARLY CHILDHOOD
Wirth, Stassevitch, Shotwell, Stemmler
Parker Publishing Co., Inc.

PATTERN BLOCK PROBLEMS FOR PRIMARY PEOPLE
Creative Publications
5005 West 110th St.
Oak Lawn, IL 60453

READING IS ONLY THE TIGER'S TAIL
A.N.W. Learning Aids
Box 277
Kimberly, B.C. V1A2Y6

READING, WRITING, & LANGUAGE
A.N.W. Learning Aids
Box 277
Kimberley, B.C V1A2Y6

SHARED BOOK EXPERIENCE
Rigby Education
454 S. Virginia St.
Crystal Lake, IL 60014

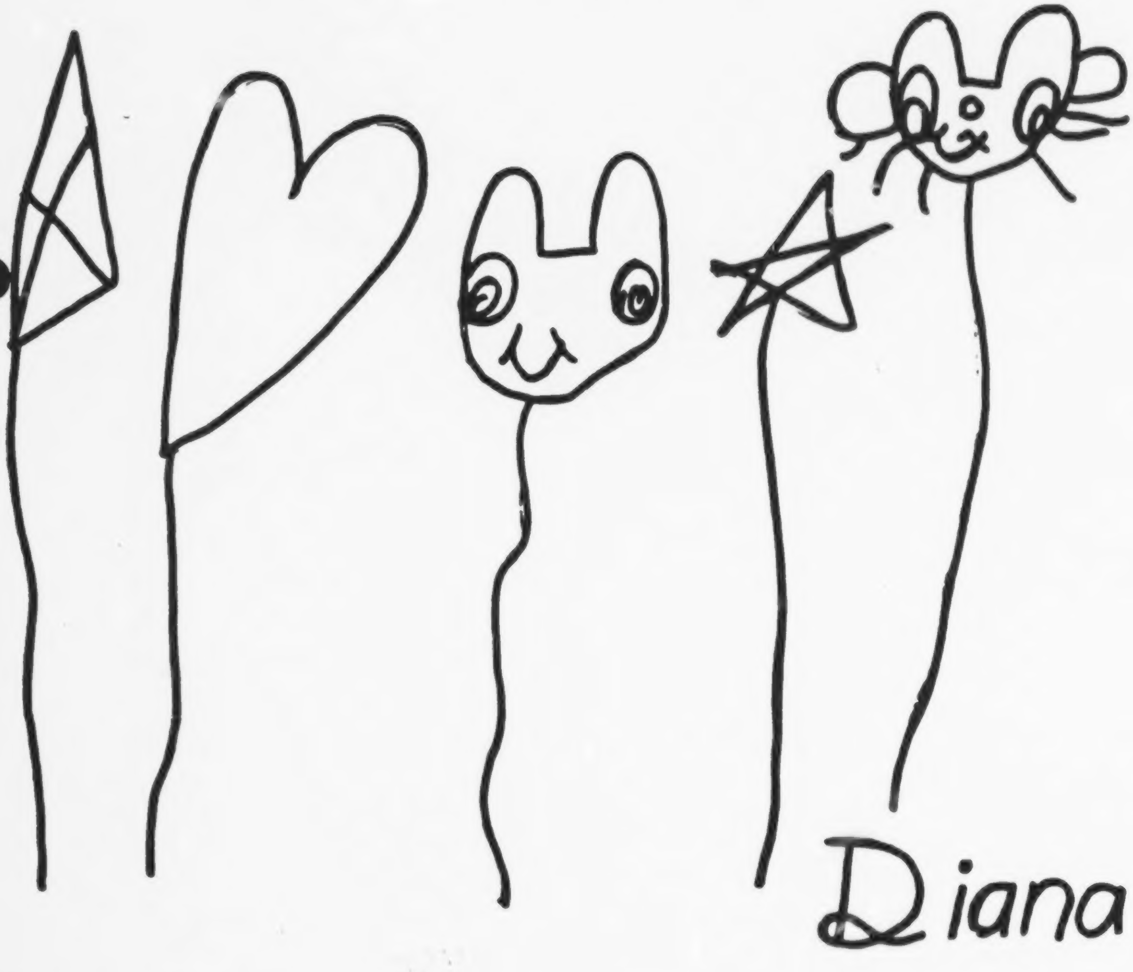
STORY BOOK EXPERIENCE
Rigby Education
454 S. Virginia St.
Crystal Lake, IL 60014

TALK YOUR WAY TO READING
Wright Group
10949 Technology Place
San Diego, CA 92127

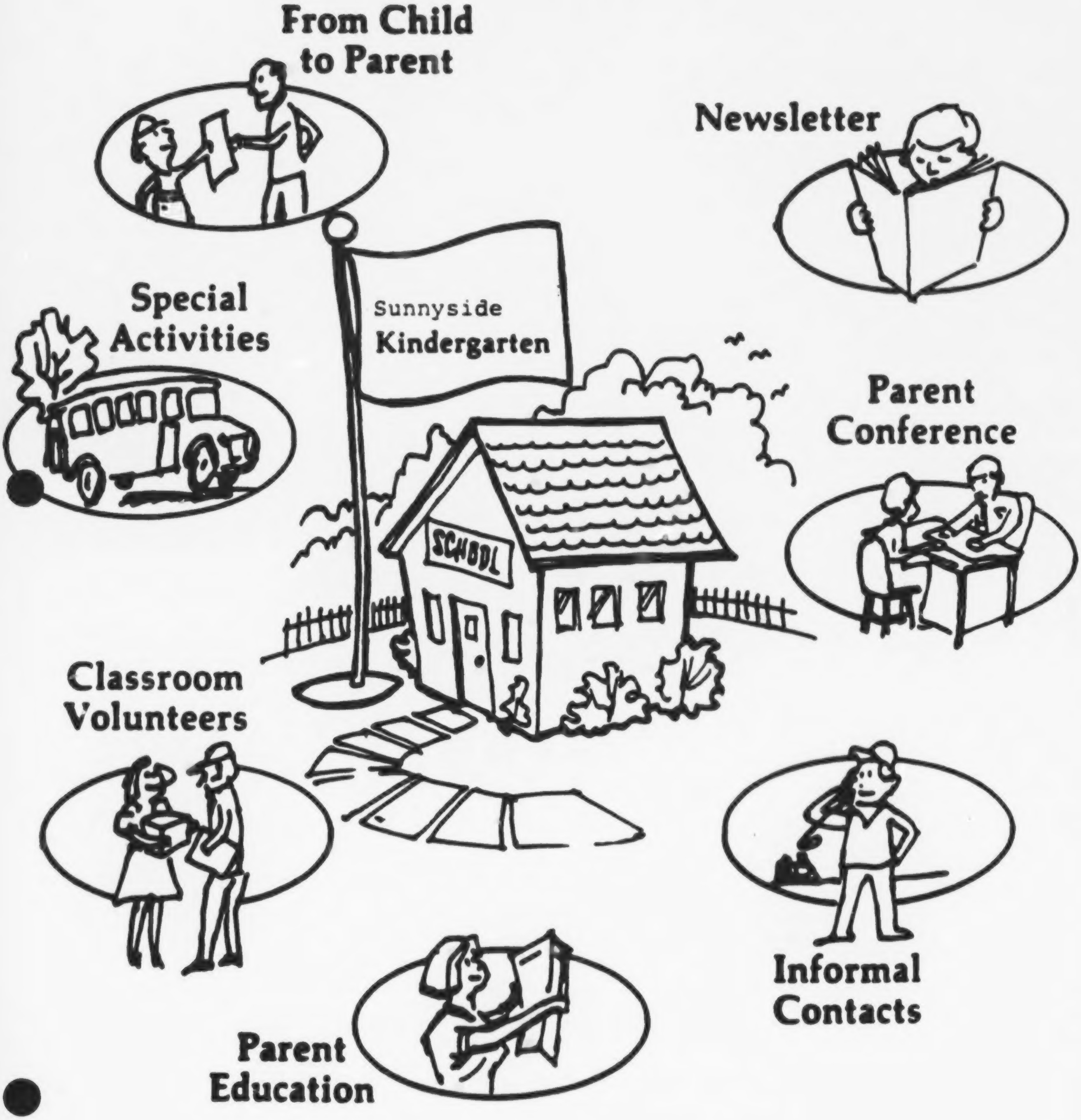
THE READ-ALOUD PARENT'S HANDBOOK
Jim Trelease

WORKJOBS
WORKJOBS II
Addison-Wesley
2725 Sand Hill Raod
Menlo Park, California 94025

COMMUNICATION WITH PARENTS



OPPORTUNITIES FOR CONTACTS WITH PARENTS


From Child to Parent
Newsletter
Special Activities
Sunnyside Kindergarten
SCHOOL
Parent Conference
Classroom Volunteers
Informal Contacts
Parent Education

PARENT INVOLVEMENT

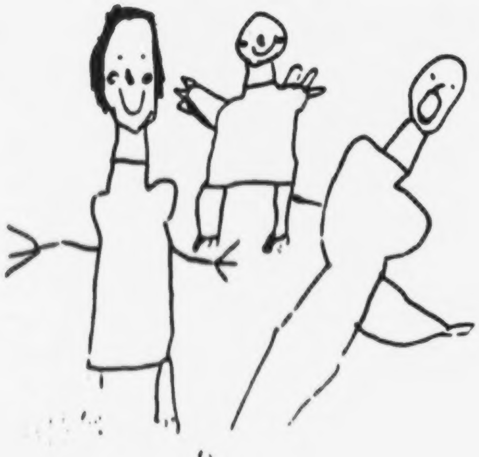
Much of a child's learning occurs before he/she ever enters elementary school. Parents are a child's first teachers. When a child enters the public school, teachers and parents must become partners in facilitating children's learning.

As teachers, we need the support and approval of parents. We need parents who will reinforce and supplement what we are doing (Hymes, p. 155). Open communication between parents and teachers is essential to this goal. Children retain more of what they learn at school when parents have been involved. (Brofenbenner)

Parents want to give support to good education. What parents want for their young children is no different from what we as teachers want. Our task is parent see how those ideas they believe in strongly are translated into practical applications in our classrooms.

Communication between parents and the school staff is essential to a good school program. This communication can take many forms. What is most important is a comfortable and hospitable attitude and a sincere desire to foster the total development of each individual child.

Parent-teacher contacts provide an opportunity for the teacher to listen and learn about the feelings, attitudes, problems and expectations of the parents, to discuss the child's adjustment and progress in school, and to explain the Kindergarten program.



INFORMAL CONTACTS

Phone Conferences

The telephone is also a convenient and acceptable method of conferencing. Be sure to contact parents by phone whenever something happens to the child at school that you know upset the child or when you notice a change in the child's behavior. The telephone can be a most efficient tool to keep communication open between school staff and parents.

Teacher Written Notes

The teacher may write notes to communicate with parents and should use the preferred home language whenever possible. Notes to parents are most effective when they are brief and positive.

> "Juanita gave up her turn to paint in order to help David fix her broken clay cat today. She is learning to be a helpful friend."

Avoid using notes to describe undesirable behavior, but rather inform the parent that a conference is desired. During the conference the teacher and parent can work together to solve the problem.

Many schools have pre-printed cards for teachers to use to communicate positive events to parents. They might begin with "A nice thing happened at school today" and the teacher fills in the details. Some teachers have also provided parents with cards stating "A nice thing happened at home today" which the parents complete and return to school.

Be sensitive to the literacy in your school community.

"DROP INS"

Teachers must work constantly to make parents feel welcome in the classroom. Learn to recognize all parents and greet them by name. Encourage children to invite their parents to see something they have made or built in the room. If they seem hesitant to enter the room, you might say,

> "Come and see what Anthony made in the classroom today. We saved it for you to see."
> "Come in and see our new rabbit. The children have been painting a cage for him."

Home Visits

Home visits are an effective way to continue communications throughout the year, especially when parents are unable to come to school. When possible make arrangements ahead of time.

Home visits may be appropriate when:

1. the child has been absent for an extended length of time.
2. the child deserves special recognition.
3. a baby is born in the family.
4. a problem arises and the parents are unable to come to the school.

While on the home visit, encourage parents to keep you informed of any changes in the child's life that might affect his/her feelings or behavior at school. In some cases you may want to invite other school personnel, i.e. social worker, nurse, parent rep., counselor to accompany you.

PARENT NEWSLETTERS

A kindergarten classroom is an environment full of many exciting opportunities for children. By continually sharing with parents the children's experiences are reinforced and broadened and a network of informed parents develops.

Newsletters may be sent weekly, biweekly or monthly. Be aware of good spelling and grammatical structure. Make the newsletter appealing; neat and attractive, (the Print Shop Program for the Apple Computer includes several formats for newsletters). Keep in mind that people tend to read notices that can be read in three minutes or less. Try to personalize your newsletter. Make it a "friendly overture." If yours is a bilingual classroom, write a bilingual newsletter. Ask the children to help you compose the newsletter. The newsletter is a valuable tool for communicating with parents. Use it liberally. Be sure to give a copy to your principal.

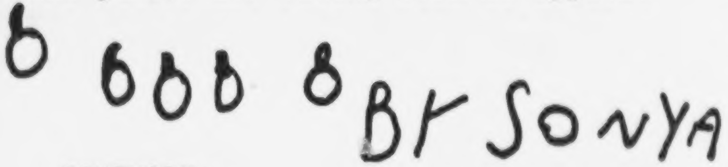
Your newsletter may include:

- Samples of children's language
- Suggestions of things for parents and children to do together
- Reprints of pertinent news or magazine articles
- Relevant quotations
- Suggestions of books for adult reading
- Announcments
- Recipes of snacks served or foods cooked
- Suggestions of gifts to give kindergartners
- Samples of games, songs, fingerplays
- Request for raw materials or "valuable junk"
- Reproductions of children's work
- Thank you to parent helpers (include their names)
- Congratulations on births in families
- Welcome to new class members
- Lost and found
- Special community announcements
- Nutritional tips
- Calendar of upcoming classroom and school events
- Parent meeting dates

SAMPLE NEWSLETTER

SCHOOL NEWS

During apple week we are sorting apples by color and size. We are cooking applesauce. (Did you get the recipe?) We are making apples for a bulletin board, playing the Applebet Game (an ABC game,) and eating lots of apples.



HOMEWORK:
Go to the store and find how many kinds of apples there are. When you get home, make a picture of the apples you saw. Bring your picture to school.

HOW MANY APPLES?

How many apples
do you see?
Can you count them?
1,2,3.

How many green ones?
How many red?
Now eat an apple
and get to bed!

NEW SONGS:
Farmer Brown Had 5 Green Apples
Pile of Tin
Arizona Star

November 4-No School (Teacher's Planning Day)
11-Veteran's Day (No School)
15-Dismissal at 12:30
16-Dismissal at 12:30
23-Feast in the Kinder Room
24-Thanksgiving (No School)
25-Thanksgiving Holiday

In kindergarten, little worries and fears can get in the way of learning. I hope you will call me with your concerns or questions about school. When both parents and teachers work together, we help to make kindergarten a very special introduction to school!

Teacher's Signature

PARENT EDUCATION

Fall Parent Meeting

The fall parent meeting held at a time other than Open House, provides major emphasis for parent orientation to the the kindergarten program. At this time the program may be interpreted by the teacher with assistance from the principal and resource personnel. Program emphasis for parents is meaningful in the fall soon after children have begun school.

Format might include a film strip or video tapes on early childhood programs, "brainstorming" curriculum goals with parents, introduction of support personnel, a question and answer session, and video tapes or slides of your own classroom in action. Some teachers have found it effective to have parents participate in kindergarten activities as part of the meeting such as centers, and Big Book reading. Meetings should be scheduled at a convenient time when parents can attend.

Fall Parent Meeting Checklist

Did you

____ Provide name tags, guest book, refreshments?

____ Explain how Kindergarteners learn?

____ Talk about how the Kindergarten environment helps children learn?

____ Discuss the daily schedule?

____ Explain parent involvement in the Kindergarten?

____ Leave time for questions and comments?

____ Send a follow up letter to parents?

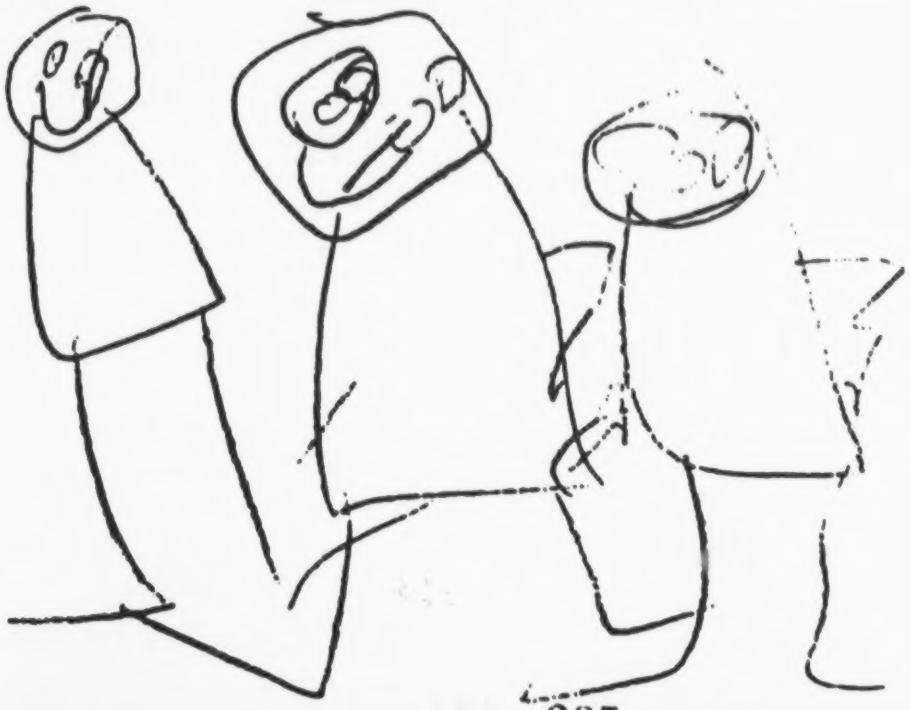
CLASSROOM VOLUNTEERS

One of the most important things we can do for children is to allow them to see parents and teachers working together. This helps children realize that there is a bond between home, community and school.

CLASSROOM HELPERS

Parents and other care givers who work in the classroom come to understand their children better. Parents will feel most comfortable when they are given a specific task. Some parents are more at ease working with individuals or small groups. Parents who get involved with the children directly begin to have a commitment that ensures their continued participation.

Some parents prefer to come at a regularly scheduled time knowing there will be something specific needed of them. Others can only drop in occasionally. Encourage both. Don't forget to extend special invitations to the reluctant parents.



Conference Checklist

Did You

____ 1. Prepare ahead by collecting anecdotal records, tests, papers, notebooks, workbooks, and art materials from the beginning to the end of the reporting period?

____ 2. Provide for privacy during the conference? Set up an inviting area for parents who are waiting. Coffee or tea might be available.

____ 3. Know the parent's name? Do not assume the child's last name is the same as the parent's.

____ 4. Begin on a positive note? Start by recognizing accomplishment of the child or a contribution the child has made to the class.

____ 5. Use terminology that has meaning for the parent?

____ 6. Have some questions which show interest in the child?

____ 7. Invite the parent to ask questions?

____ 8. Encourage the parents to contribute during the conference? Allow parents to talk for at least 50% of the conference. (What would you like me to know about your child? Remember that parents are the child's first teacher.

____ 9. Listen actively, maintain eye contact and use other attending behaviors?

____ 10. Ask periodically, "Would you agree with this?" or "Do you have any suggestions to add about this?"

____ 11. Make a note of any ideas suggested by the parent?

____ 12. Use tact and sensitivity to the parent's feelings?

____ 13. Base your discussion on objective observation and concrete examples of work?

____ 14. Document parent contacts?

____ 15. Close the conference positively?

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are personal opportunities for two-way communication between parent and teacher or three-way communication among parent, teacher, and student. Parents and teachers will find the conference is an excellent way for them to discuss the child's beginning school experience. The teacher should make every effort to be available when parents desire a conference.

Kindergarten conferences are held at the end of the first nine weeks to coincide with SUSD reporting time in October. As part of the kindergarten reporting system SUSD provides three half days of released time through early dismissal for teachers to hold conferences.

OTHER PARENT MEETINGS OR WORKSHOPS

Parents might like to have meetings during the year to discuss specific concerns or hear speakers on topics of special interest such as, sibling rivalry, children's developmental stages, speech and language development, or to socialize.

Parents may be invited to work in small groups on special projects for your classrooms. By organizing such a parent workshop, you can accomplish two goals. Parents can make useful items for your classroom and also get a true understanding of the functions of small groups. Much learning can occur if time is spent afterwards evaluating what took place, including social interactions, cooperation, and teaching.

PARENT LIBRARY

Professional literature can be organized so parents can check out books, pamphlets and reprints on materials relating to the classroom or their children. Teachers may also want to have their own classroom lending library for parents.

SPECIAL CLASS ACTIVITIES

Field Trips

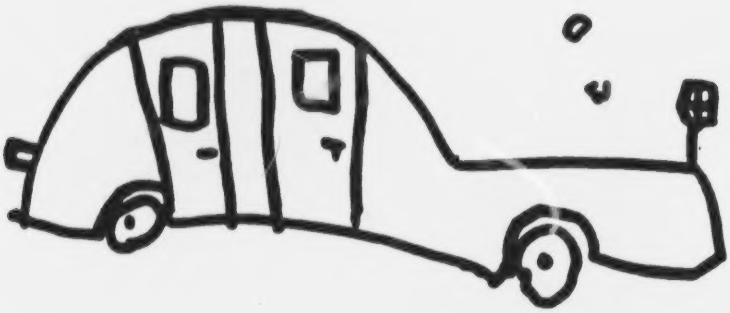
On a field trip parents will want to know:

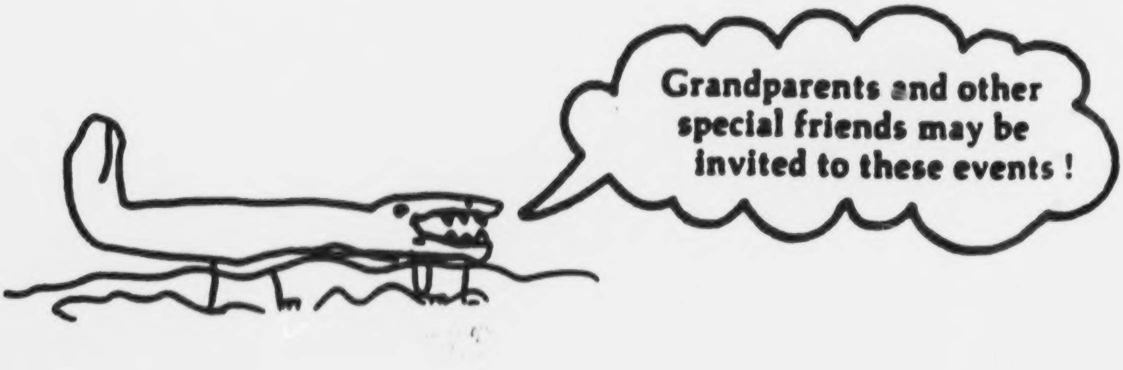
- what you hope children see and learn
- how children are expected to behave
- what the parents' role is
- names of children they will be responsible for
- TUSD bus rules

Family Events

Organizing events for the whole family helps parents become acquainted so they can work together to provide social activities for their children. Some ideas are:

1. Potluck suppers or pizzas parties
2. Picnics
3. Family day at school
4. Ice cream social
5. Presentations (songs, poems, plays, etc..)
6. Thematic celebrations (curriculum, cultural holidays, Strega Nona Pasta Party, Chinese New Year, Thanksgivings Feast, Cinco de Mayo)




Grandparents and other special friends may be invited to these events !

FROM CHILD TO PARENT

Enthusiastic children are the best PR for your program:

- Take time before dismissal to review the day-"accentuate the positive"
- Attach notes explaining the children's work
- Include recipes with samples from cooking and tasting experiences
- Send letters of explanation with books to share at home

Suggestions for volunteers interacting with children

The children come first. Help children know that they have worth and dignity, that you trust them and have faith in them. Some of the ways you can do this are:

Book Area: You can read to the children anytime during the session. Children like stories!

- Read with excitement.
- Respond to children's comments.

Housekeeping Area: Here children are recreating familiar situations.

- Knock on a pretend door and visit.
- Talk with them, they are role playin--being father, mother, sister, brother, etc.
- They are learning many things about how they will act when they grow up.
- Ask questions--ANYTHING--children need to put into words what is happening.

Block Area: Here the children are creating new, and their very own, ways at looking at structures.

- They are building, taking apart and seeing things in different ways.
- Encourage child's efforts, put into words the way he/she has used the different types of blocks.
- Name the blocks they are using: (rectangle, square, triangle etc..)
- Help the children describe what they have made and expand on their imaginations, encourage them to draw pictures and write labels for creations.

Easel Painting: Encourage the child to describe the painting he/she has made, but do not force them to tell you what it might be. They may not know themselves! Some children paint just to explore with colors.

- Remind the children to put on a painting shirt.
- Make sure the children put their names on their work.
- Encourage children to clean up their own way "accidents".

Game Area: Children enjoy using the puzzles and games. Sometimes just sitting on the floor with them encourages them.

- Play the game with the children.
- Ask them to explain the rules.

Music: Children enjoy listening and singing.

- Participate with the children in singing, finger plays, and other activities.
- Help children enjoy responding to music by enjoying it yourself.
- Don't worry if some of the children don't participate. Some children prefer to watch.

Reminders:

- Don't do things for children they can do themselves.
- A child's play - at this age - is his or her way of learning.
- If you see a child wandering around, offer suggestions, "Would you like to..." (hear a story, play a game, do a puzzle, paint or play at the sandbox).
- Avoid interrupting a child activity.
- Listen carefully when a child has something to tell you. Move to their eye level.
- Laugh with the children, not at them.
- Use positive suggestions. Avoid "don'ts."

Parents As Resources

In class: Parents enrich the kindergarten program by working with children. They can assist with crafts, cooking, sewing, woodworking or by sharing a hobby or special interest. They can also share their culture or professions. Parents can serve as tour guides at their places of business. Others may feel comfortable opening their homes to the children for special field trips. When considering the valuable resources you have in your parents, don't overlook grandparents and other care givers as well. They have valuable skills and knowledge to share with your class.

Home Help

Parents who are unable to participate in classroom activities may be able to help in other ways. Help working and reluctant parents get involved, too.

1. Ask for a favorite recipe.
2. Prepare classroom materials. (blank books, costumes, cut outs, etc.

See suggested activities list, p. 24

Suggestions For More Participation

1. Make personal phone invitations to parents for help.
2. Get the children involved in planning events-let them make the treats.
3. Advertise. Send home at least two notices.
4. Provide sitter service if possible.
5. Make formal get togethers brief, organized and relevant.
6. Communicate regularly with parents.
7. Thank parents every time.

Take time to acknowledge what parents have done for the children, the classroom, and you. Mention them in your newsletter. Have a helper's tea. Send personal thank you notes.

Remember, a good relationship with parents takes time. Be patient and enthusiastic. Let your concern for children show. It will pay off.

Remember, parents are also liason persons to the community. Encourage them to ask questions and help them understand why children are doing what they are doing. "Notice how the children are reading recipes themselves."

Ask parents for feedback: "How did the children respond to that activity?" "Who had difficulties?"

Suggestions for classroom helpers

Parents and teachers might want to work together on a set of guidelines for Parent Helpers, but here are some suggestions:

1. Try to arrive as scheduled or arrange for a substitute. We depend on you.
2. Do not come if you feel ill. You have close contact with children.
3. Respect the child's right to confidentiality.
4. Discipline: Become familiar with school and classroom discipline policies. If you need backup, call on the teachers for support.
5. Don't do things for the children that they can do.
6. List specific areas and ways parents can help, such as reading books, helping with puzzles, recording language, helping write stories, etc..
7. Suggestions can be posted in various areas of the classroom. See example to follow.

ACTIVITIES FOR PARENT VOLUNTEERS

Parents are as unique as their children. There are many ways that parents can help:

1. Serving as library helpers
2. Helping in learning centers
3. Collecting materials for the classrooms
4. Assisting during school registration
5. Welcoming new families to the school
6. Typing materials
7. Preparing bulletin boards
8. Serving as resource persons
9. Sharing customs, folklore, food, clothing and holidays of various cultures
10. Assisting in the school office
11. Assisting the nurse
12. Reading to children
13. Listening to children read
14. Playing educational games with children
15. Helping on field trips
16. Assisting in tasting and cooking activities
17. Working on a one-to-one basis with children
18. Translating for non-English-speaking children
19. Recording children's language
20. Assisting with art and craft activities
21. Helping with writing activities
22. Helping with class parties
23. Teaching playground games

25. Taking children's dictations

26. Working with small groups of children

27. Serving as a guide for school visitors

30. Sharing travel experiences

31. Making art objects for the school

32. Operating audio-visual equipment

33. Helping children use and care for audio-visual equipment

34. Helping prepare for fiestas, food sales, carnivals and programs

35. Assisting with dramatics and music activities

36. Helping children understand directions

37. Attending parent meetings

38. Serving in parent organizations

39. Attending parent training workshops

40. Encouraging other parents to participate in school activities

41. Telephoning other parents

42. Helping the teacher understand the ethnic groups within the community

43. Serving as a liaison between school and community

44. Interpreting for non-English-speaking parents

45. Preparing notices for parents

46. Sharing rides with other parents

GENERAL SUGGESTIONS FOR PARENTS

1. Establish a place in the house where you consistently work with your child on activities that require a similar setting. For example, if you need to work at a table, locate it in a convenient part of the house, and let it remain there if possible. Changing the setting sometimes detracts from the learning activity; generally, a child will more readily understand the kind of behavior he can expect from you and the kind of behavior you want from him if the teaching/learning environment is stable. If an activity requires space, be sure to provide a large, safe area. If one of your treasures is knocked off the coffee table, the session will be spoiled for both you and your child.

2. Lighting in the teaching/learning center should be bright enough for your child to see shapes, colors, and details but not so bright that it is tiring. Keep the learning center uncluttered. It is difficult for some children to attend to what you say and do when the surroundings are distracting.

3. Select a time to teach your child when he is rested and when you are free to give him your individual attention; do not allow phone calls or neighborhood visits to interrupt this time. Do not insist that the child stop a self initiated activity he is enjoying to join you, or he may feel negative about the activity.

4. Make sure the activity you have selected for the child is at his level. Remember, the suggested sequence in the manual is geared to children of normal or slightly below rate of development. It is a good idea to refer to the sequence, but bear in mind the interests and capabilities of your own child. The sequence of activities for a child with learning disabilities must be determined on the basis of his special needs. When an activity seems too long for your child, divide it into several shorter sessions to fit his attention span. Do not hesitate to repeat activities, either because you think your child's performance could be improved or merely because he enjoys them. Nothing builds a child's learning ego more than repeated success - and we all like to do things that we know we do well, just as we all feel a little threatened by something we have not done before.

5. Prepare materials for the activity well in advance. Be sure you understand the objective of the activity and procedure to follow so you will not need to refer to the written materials while you are teaching. But be yourself; do not allow the written plan to come between you and your child.

6. Be sure you have your child's attention before you begin. In general, demonstrate what you want him to do, either as you give directions or before you give directions. Be patient. Because a child responds slowly does not mean he is a slow learner. The child has a right to pace himself at a rate comfortable to him.

7. Let your child know you enjoy working with him and that you are pleased with what he does. Provide constant, positive feedback. A statement like "This time you repeated the word sequence much faster than before" is reassuring. Encourage the child to keep on trying.

8. Do not expect your child to remember a skill, a word, or a bit of information after just one or two learning periods. Mastery comes with repetition and sustained learning occurs only when the child encounters the same skill or information in varied contexts.

9. Be sensitive to your child's interest in the activity. It is best to terminate the session while his interest is high rather than to wait until boredom or restlessness sets in. If you spend a relatively long period of time working with your child - 30 or 40 minutes - alternate the activities so that some of the time will be spent quietly and some of it more actively.

10. Store the learning materials you collect or make for the program in a special place. Other members of the family should respect this arrangement and consider these materials "off limits" unless they are going to work with the child or have his permission to borrow something.

11. Keep in close touch with the teachers working directly with your child. They may suggest ways you can reinforce at home what your child is being taught at school. In addition, you can be helpful to them by sharing the experiences you are having with your child in this home program. The GOAL Level II Language Development program, developed by the author of this parent program, is designed to be implemented in a school setting with children functioning at the 6 to 12 years level. (GOAL, published by Milton Bradley, is compatible with the theory and content of this program.)

12. Give your child clear and accurate instructions. Make sure he understands what the task is. If you want him to make a sentence using a set of homonyms ("I" and "eye"), make sure he understands what each word means. Let him use each word in a sentence first ("I went to school" or "my eye hurts") and only then ask him to use both words in one sentence ("I have a black eye.")

13. Provide your child with continuous positive feedback. Emphasize his correct responses rather than your worry and concern over his errors.

14. Listen to your child talk. Everyone enjoys attention and so does the child. The best reward you can give him for talking is your attention. Stop what you are doing, especially if your child has difficulty expressing himself, and look at him when he speaks. Do not respond merely with a perfunctory "un-hugh" but rather try to sustain the conversation: "yes, that's the way you spell telephone. Can you spell elephant?"

15. Children need time to express themselves. Do not rush to supply answers. Give your child time to struggle for the words or phrases.

16. Provide an environment that will encourage your child to talk. Give him something to talk about: a trip to a new place or an exciting television show you viewed together.

17. Encourage your child to ask questions and provide direct and concise answers. If you ignore him or put him off ("I'm busy." "Not now.") he will stop asking questions because they simply have not paid off.

18. Encourage your child to read books. It is generally recognized that reading is one of the best ways to foster language development and intellectual growth. Read the first chapter of a mystery book that is on his reading level to your child. Stop at an exciting point; he will pick up from there.

19. Make the activities challenging and interesting. Stop an activity while the child is still interested in it. Do not let boredom set in.

20. Too often we take proper behavior for granted and fail to acknowledge and reinforce it. Children need to know when you are pleased with them. If they fail to receive your approval for appropriate behavior, they may resort to inappropriate behavior.

21. Be consistent. It is frustrating to the child to experience varying responses to the same kind of behavior. If you are inconsistent your child will fail to learn what is appropriate and what is not appropriate. Children want to know what is expected of them, but be sure your expectations are reasonable.

22. Often a child becomes uncooperative and resistant because he is afraid of failure. Make sure the activities you choose for your child correspond to his level of development and ensure some measure of success. When a child experiences repeated success, he develops a self confidence that enables him to tackle new problems as well as to accept help and correction. Every time a child does well at a task and is aware of his accomplishment, his feelings about himself and what he can do are enhanced.

23. The rates at which children learn differ just as their styles of learning differ. Pace the activity according to your child's response. Do not proceed so slowly that he becomes bored and restless, but do not push ahead so rapidly that he becomes confused and frustrated.

24. Be flexible. Although the activities in this program are sequenced and do provide alternate patterns of organization, do not hesitate to drop back to an old favorite. If the child has a cold and feels cranky, he may want your attention, but he may not want the challenge of new materials and concepts. Similarly, if your child is excited about his performance in a given area - spelling, for example - do not hesitate to forge ahead in that area, from spelling simple words to spelling compound words to spelling backwards as long as the child is meeting success and expressing enthusaism.

Suggestions for Parents

1. Write labels on things the child uses each day. Use upper and lower case letters conventionally.
2. Use the child's name freely in oral and written language to identify his possessions.
3. Leave toys and food in the original containers which have pictures and print on them. Encourage the child to find groceries, unwrap household items, make choices based on the print and/or pictures. This will facilitate making connections between print and its meaning.
4. Place books on the child's level for easy and continuous access.
5. Write messages to the child and encourage return messages in whatever form the child chooses.
6. Write down things the child has said for rereading.
7. Make books about important events in the child's life.
8. Read bits from the newspaper to the child--a favorite cartoon or headlines which follow a particular story. Point to the print as you read.
9. Read cards and letters to the child.
10. Give the child the junk mail to explore and manipulate.
11. Give the child ample opportunities to observe you reading and writing. Hold him in your lap as you do some of these things to facilitate his observations.
12. Include even young children in family story times. Share some of your favorite books.
13. Allow the child opportunities to choose the book, hold the book, and to turn the pages. Follow his lead. Read and reread the child's favorite stories as often as he requests them.
14. Talk about the story with the child. Ask him to tell you what the book says. Listen to him and answer his questions.
15. Make tapes of the child's favorite storybooks.
16. Provide the child with interesting tools for writing--chalkboard, markers, pens, crayons, memoboards, old typewriter, various colors and sizes of paper.
17. Put magnetic letters on the refrigerator at child level. Also provide letters in various textures, shapes, materials, and dimensions.

KEEP YOUR PARENTS POSTED

Communication with parents is an essential part of kindergarten. By posting these signs by the centers in your classroom, parents and visitors will get a quick overview of kindergarten objectives.

SCIENCE

Science stimulates the child to:
- -explore and experiment,
- -use a variety of materials for weighing and measuring,
- -develop skills in using the scientific method of problem solving, observing, identifying problems, predicting, testing predictions and generalizing,
- -use source materials in problem solving,
- -share discoveries with others,
- -manipulate various objects and materials in order to move from concrete to abstract thinking,
- -find out about nature.

LISTENING

The Listening Center is a quiet place for a Child to:

- -develop ability in and awareness of different levels of listening,
- -improve speech patterns through imitation,
- -listen to ideas of others and compare experiences,
- -hear many voices and various ways of saying things,
- -listen for enjoyment,
- -learn to operate different machines.

MATH

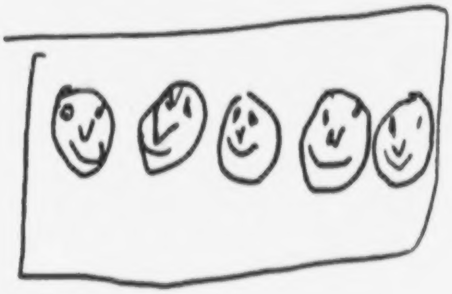
The Math Center offers a broad range of opportunities for the child to:

- -discover basic math concepts by exploration and experimentation,
- -use a variety of materials for weighing and measuring,
- -use concrete materials to develop abstract concepts.

MUSIC

Music offers the child the chance to:

- -appreciate different types of music by listening to various styles,
- -experiment freely with tempo, volume, and quality,
- -use music for self-expression through body movement, singing, playing instruments, or composing songs,
- -find sensory pleasure in music.



ART

Art provides a medium of expression and enables the child to:
- work with a wide variety of materials,
- experience sensory pleasure by working with different media,
- experiment with color, shape, and texture,
- create an expression of self,
- use visual expression as a means of communication.

WOODWORKING

The woodworking center plays an important role for the child because it helps her/him to:
- express creativity using wood
- discover concepts of quantity, length and inequality,
- plan and work with others to solve common problems,
- use building as a means of non-verbal expression,
- develop large muscle coordination,
- improve eye-hand coordination.

BLOCKS

The Block Center helps the child to:
- enjoy the manipulation of blocks,
- improve small and large muscle coordination,
- learn to share ideas and work together in a group,
- develop problem-solving skills,
- classify relationships between objects.

PAINT

Painting offers the child an opportunity to:
- plan the activity,
- receive sensory pleasure
- discover color, shape, and texture by using various paints,
- create an expression of self,
- develop fine muscle and hand-eye coordination,
- use symbols to represent objects.

TABLE GAMES

Table games serve as a reinforcement center that provides an opportunity for a child to:

- tell stories in sequence,
- develop visual discrimination skills,
- classify a variety of objects,
- identify relationships between objects
- learn to reason in many situations,
- verbally describe activities conducted in this center, thus fostering language development.
- develop concepts such as big, little, more than, less than, equal to, shape, sizes, etc.
- express creativity,
- have the opportunity for non-verbal expression and emotional release.

EVALUATION
IN
KINDERGARTEN

Angelina

KINDERGARTEN SCREEN

Please check each item on a scale of 1 to 5 utilizing the following criteria. The student exhibits this performance or conduct to the following extent:

(1) never or not observed (2)seldom (3) occasionally (4) frequently (5) consistently

A. ACADEMIC

	1	2	3	4	5
1. Is slow to learn.					
2. Has deficiencies in readiness skills.					
3. Does not complete assignments/poorly organized.					

B. SOCIAL/EMOTIONAL

	1	2	3	4	5
1. Exhibits impulsive behavior.					
2. Exhibits hyperactivity and/or short attention span.					
3. Does not use common sense.					
4. Has negative attitude toward school.					
5. Is easily distracted.					
6. Plays alone or near others, rather than with others.					

C. LEARNING PROCESSES

	1	2	3	4	5
1. Cannot remember instructions.					
2. Cannot retain concepts once acquired.					
3. Cannot follow directions.					
4. Cannot relate concepts of time, number or space.					
5. Has inadequate knowledge of common facts.					

D. HEARING/VISION

	1	2	3	4	5
1. Appears to have poor visual acuity or other visual problems.					
2. Appears to have poor auditory acuity or other auditory problems.					

E. SPEECH/LANGUAGE

	1	2	3	4	5
1. Cannot follow oral directions.					
2. Uses immature or inappropriate vocabulary.					
3. Does not exhibit developmentally appropriate verbal expression.					
4. Does not correctly pronounce one or more of the following sounds: /d/ /t/ /k/ /g/.					
5. Differs noticeably from classmates in speech/voice quality.					
6. Exhibits stuttering.					

F. PSYCHOMOTOR

	1	2	3	4	5
1. Shows excessive clumsiness in gross-motor activities.					
2. Shows excessive difficulty with fine-motor activities.					

KINDERGARTEN SCREEN PROFILE SHEET

(Complete within 45 days) ____________________ enrollment date

____________________ date completed

Student Name ______________________________ **DOB** ____________________

School ______________________________ **Teacher** ____________________ **Grade** ______

Primary Language: Home ____________________ **Child** ____________________

Racial/Ethnic Background ____________________

	NORMAL	CRITICAL
A	3 4 5 6 7 8 9 10 11	12 13 14 15
B	6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	24 25 26 27 28 29 30
C	5 6 7 8 9 10 11 12 13 14 15 16 17 18 19	20 21 22 23 24 25
D	2 3 4	5 6 7 8 9 10
E	6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	24 25 26 27 28 29 30
F	2 3 4 5 6 7	8 9 10

INSTRUCTIONS FOR COMPLETING PROFILE:

1. Sum items in categories A, B, C, D, E, and F.
2. On the profile above, circle the number which corresponds to the student's total for category A. Example: the student's total score on items in category A might be 16. Circle the number '16'.
3. Follow the same procedure for categories B, C, D, E, and F.

INTERPRETATION:

The student should be referred to the principal or child study team if his/her score on any of the six categories falls to the right of the heavy line, indicating critical range on this profile sheet. This screening instrument must have the date and be maintained in the child's permanent records in a location designated by the principal in accordance with ARS 7-2-401.

KINDERGARTEN SKILLS LIST

COGNITIVE SKILLS

C1 Names colors
C2 Understands and uses basic concepts
C3 Learn new words and meanings
C4 Classifies
C5 Arranges pictures in sequence
C6 Retells a short story in sequence
C7 Describes pictures and discusses events
C8 Predicts story endings
C9 Names 26 letters - upper and lower case
C10 Makes letter-sound associations
C11 Expresses own ideas through story writing
C12 Names shapes
C13 Copies, completes, designs patterns
C14 Matches equivalent sets
C15 Counts to 20
C16 Names numerals out of sequence 0-10
C17 Matches sets with correct numerals 0-10
C18 Arranges numerals in order 0-10

AFFECTIVE DOMAIN

A1 Develops positive interpersonal relationships
A2 Demonstrates a positive self concept
A3 Demonstrates self direction and responsibility
A4 Demonstrates creativity

SENSORIMOTOR SKILLS

SM1 Gross Motor
  run, jump, hop
SM2 Fine Motor
  cut, trace, copy

NAME	Quarter	C1 NAMES COLORS	C2 UNDERSTANDS AND USES BASIC CONCEPTS	C3 LEARNS NEW WORDS AND MEANINGS	C4 CLASSIFIES	C5 ARRANGES PICTURES IN SEQUENCE	C6 RETELLS A SHORT STORY IN SEQUENCE	C7 DESCRIBES PICTURES AND DISCUSSES EVENTS	C8 PREDICTS STORY ENDINGS	C9. NAMES UPPER AND LOWER CASE LETTERS	C10 LETTER-SOUND ASSOCIATION	C11 PICTURES, SYMBOLS, PHONETIC SPELLING	C12 NAMES SHAPES	C13 COPIES, COMPLETES, DESIGNS PATTERNS	C14 MATCHES EQUIVALENT SETS	C15 COUNTS TO 20	C16 NAMES NUMERALS OUT OF SEQUENCE	C17 MATCHES SETS 0-10	C18 ARRANGES NUMERALS 0-10
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		AFFECTIVE DOMAIN				SENSORIMOTOR									
NAME	Quarter	A1 DEVELOPS POSITIVE RELATIONSHIPS	A2 DEMONSTRATES POSITIVE SELF-CONCEPT	A3 DEMONSTRATES SELF-DIRECTION AND RESPONSIBILITY	A4 DEMONSTRATES CREATIVITY	SM1 RUN	JUMP	HOP	SM2 CUT	TRACE	COPY				
	1														
	2														
	3														
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DOCUMENTATION

Documentation is a chronological and visible record of development to provide parents, students, teachers and administrators with concrete evidence of growth.

Oral Language Growth	Oral language, listening and speaking abilities are documented easily through observation, taping and anecdotal records. Often it is not necessary to keep detailed records of oral language development, however, it should be noted if children are able to communicate to their peers and adults, follow oral directions, tell sequential stories and respect other speakers through attentive listening.
Writing	Writing development is easily documented. Throughout the year dated labeled samples of children's work may be kept in folders. Additionally, sample journal pages, spontaneous writing samples and notes the children write to the teacher and each other may be kept or copied and kept. Early samples may be shared with the students later in the year so they may assess and feel good about their own growth.
Reading	Reading growth may be documented through observation, anecdotal records, the Book-handling Task and Print Awareness Evaluation. A running record of miscue analysis is appropriate to evaluate the reading strategies of children who are independent readers.
Second Language Development	Emergent bilingualism, like oral language development in the first language, is most easily documented through anecdotal records. Children in bilingual classroom may be observed using the second language in a variety of classroom settings. Evaluation of first and second language use may be helpful in determining ways to group the class to maximize the teacher's planned goals.

Mathematics	Just as children may be observed interacting with print and playing with oral language in a language rich environment, they may be observed mathing in any setting that is rich in the elements of life. Mathing, like reading and writing, is a language process. Just as written language evaluation must look beyond each child's ability to sing the alphabet and name written letters, mathematics evaluation looks beyond each child's ability to recite numbers in sequence and draw numerials. Kindergarteners must be evaluated for one to one correspondence, concept of numberness (conservation of number), organizational skills, language of mathematics, spatial relationships, and concepts of geometry, time, and measurement. *Mathematics Their Way* and *Developing Number Concepts with Unifix Cubes* (both part of the kindergarten math adoption) provide more information and insights into evaluation in these areas.
Science, Social Studies and Other Curricular Areas	Documentation in these areas often occurs as part of the observation of language development. The way children relate to others, verbalize their understandings of new concepts, utilize newly acquired skills and knowledge and participate in large and small group settings may be noted in anecdotal records. Often observation of each child in all these areas helps the teacher gain a picture of the whole child and the information is used more generally. (W. Hood, 1987).

DOCUMENTATION IDEAS

Teachers can informally assess their students' work habits and capabilities during the initial weeks of school and then develop an anecdotal collection system that will fit their unique needs throughout the school year. (Marek, 1984)

ANECDOTAL RECORDS

Keeping anecdotal records allows the teacher to:

1) evaluate the student's progress in a non-threatening environment;

2) note changes and growth in language development;

3) utilize information for conferences without needing extra interpretation;

4) maintain a readily accessible tool for evaluation;

5) review more aspects of development (i.e., preferences, social environment, attitudes) than standardized tests can evaluate.

Anecdotal records may include observations of the whole class, a small group, or an individual. When recording anecdotes for use in the kindergarten classroom, specific information is helpful. Recorded in the dated observation could be:

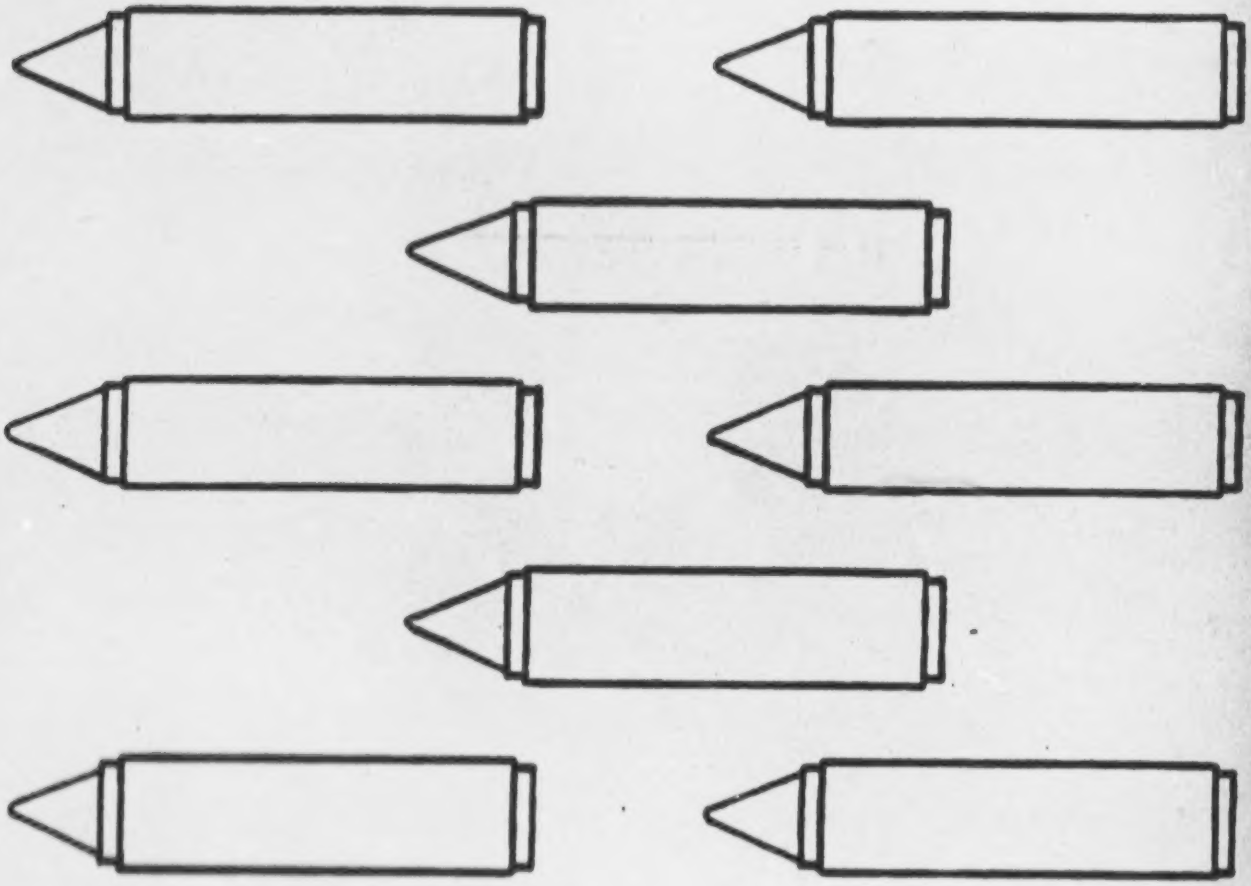
. the setting
. what precipitated the event
. the participants involved
. the description of the event
. attitudes of the participants
. implications of the event

These records may be kept on a regular basis using a variety of anecdotal record forms adapted for the teacher's specific focus and purpose.

Some Uses for Anecdotal Records

1. A particular focus can be chosen, i.e., bookhandling, risk taking, collaboration, use of environmental print, block building, dramatic play, etc. Over a period of time the teacher may observe and record anecdotes on each student in the class, then add these to the children's folder.
2. Records are used to guide changes in instruction.
3. Anecdotal records shared with the student allow students to reflect on their own growth.
4. Anecdotal records shared with the administration help the administrators become knowledgeable about what is happening in the classroom.
5. Anecdotal records shared with parents enhance communication with the home.

C1 NAME COLORS



Color crayons eight basic colors before using.

Touch each color asking the child to name the color.

Mastery 100%

C2 UNDERSTANDS AND USES BASIC CONCEPTS

Use attached flash cards to test the following instructional language:

- first/last
- more/less
- above/below
- inside/outside
- heavy/light
- long/short
- top/bottom
- on/off
- high/low
- together
- short/tall
- near/far
- same/different
- up/down
- left/right
- over/under
- beside
- big/little
- thick/thin
- large/small
- between
- back/front

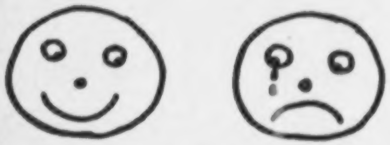
Present the example card. Read the sentences on the card to the student. If the student does not respond in appropriate manner model the appropriate response for student before going on to actual test items.

Present each card to student. Read the sentences on the card to the student. Student will respond orally.

Mastery: 80% (33 concepts correct out of 41)

EXAMPLE CARD

The words are happy and sad. Using the words happy and sad tell me about the faces.

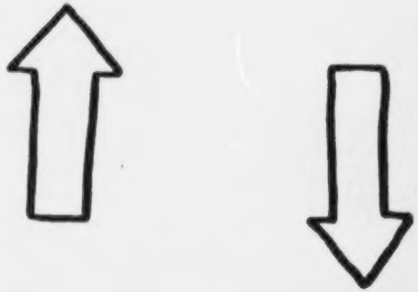


C-2

The words are right and left. Tell me where the star and circle are.

C-2

The words are up and down. Tell me about the arrows.



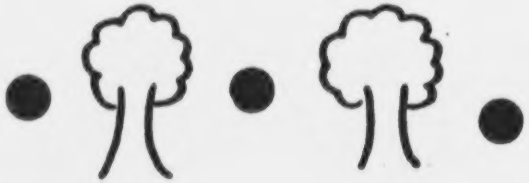
C-2

The words are thick and thin. Describe the lines.

You may use objects such as thick and thin books as an alternative.

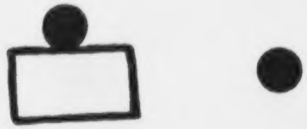
C-2

The word is between. Tell me about the dots.



C-2

The words are on and off. Tell me where the dots are.

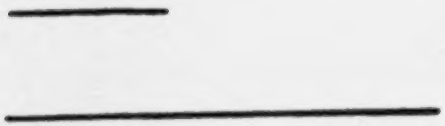


C-2

Tel[illegible]e about the dots using
the [illegible]ords more and less.

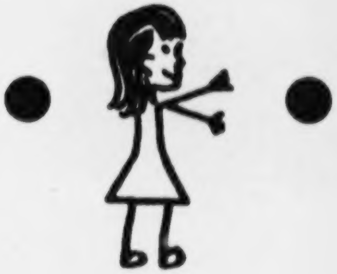
C-2

The words are long and short.
Describe these lines.



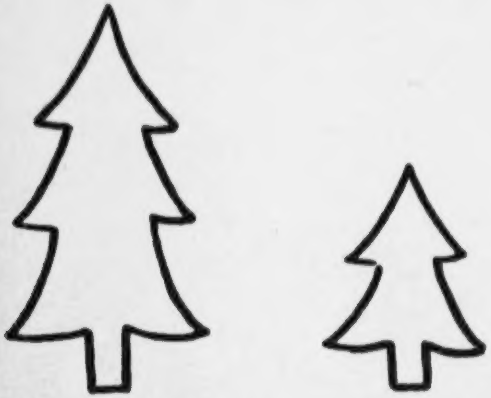
C-2

The words are back and fro
Tell me where the dots are



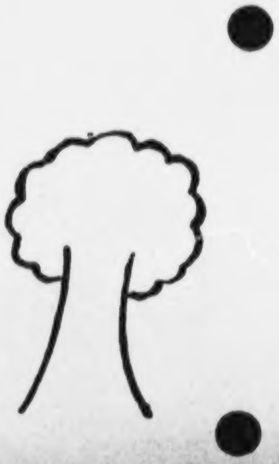
C-2

The words are tall and short.
Tell me about the trees.



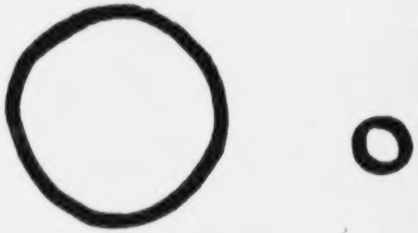
C-2

The words are high and low.
Tell me where the dots are.

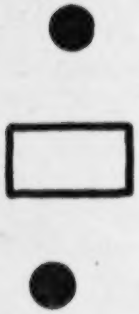


C-2

The words are large and small
Tell me about the sizes of
the circles.

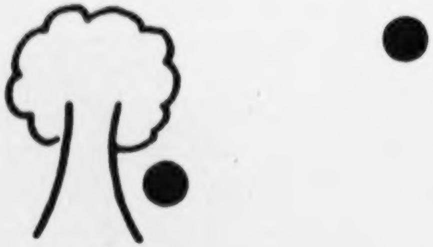


he words are above and below.
ell me where the dots are.



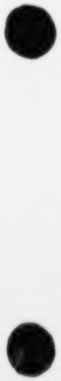
C-2

Tell me where the dots are
using the words near and far



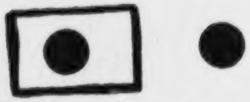
C-2

The words are bottom and top.
Tell me about the dots.



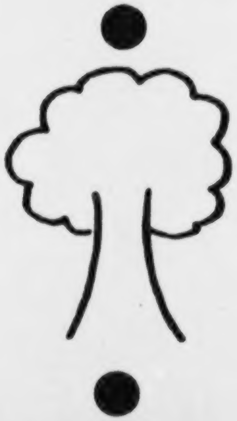
C-2

e words are in and out. Tell
about the dots.



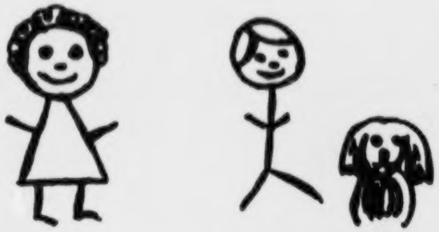
C-2

The words are over and under.
Tell me about the dots.



C-2

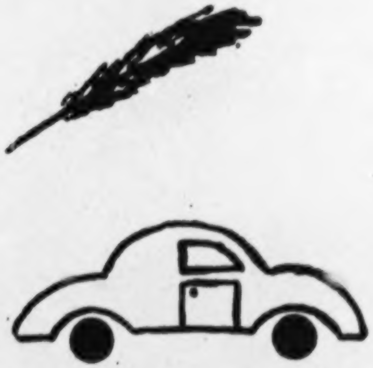
Using the word beside tell
me where the dog is.



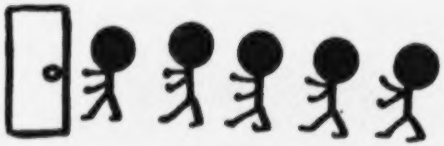
C-2

The words are together and apart. Tell me about the stars.

The words are heavy and light. Tell me about the car and the feather.



The words are first and last. Tell me where the dots are.



The words are same and different. Tell me about the dots.

The words are big and little. Tell me about the size of the stars.

C3 LEARNS NEW WORDS AND MEANINGS

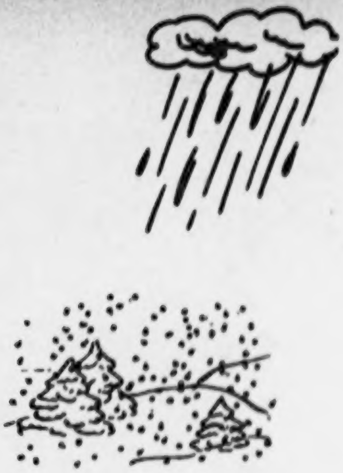
Use accompanying picture cues (receptive level) if student can't answer at an expressive level.

Ask student the following questions. Underlined words are the vocabulary for which mastery is expected.

1. Tell me what *stormy* weather is like.
2. Where are the *roots* of a plant.
3. Show me a *non-living* item. (from classroom)
4. Name something that would taste *sour*.
5. Show me the *vehicles*. Tell me about them.
6. Name some cooking *utensils*.
7. What is *furniture*?
8. Name some *tools* to build with.
9. What is an *easel*?
10. What is a *high-rise*?

MASTERY: 80% (8 out of 10) at the *expressive* level.

C-3



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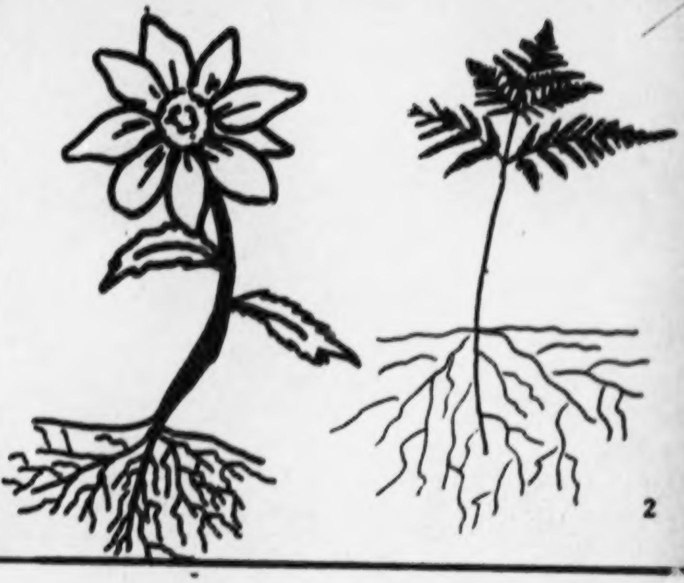

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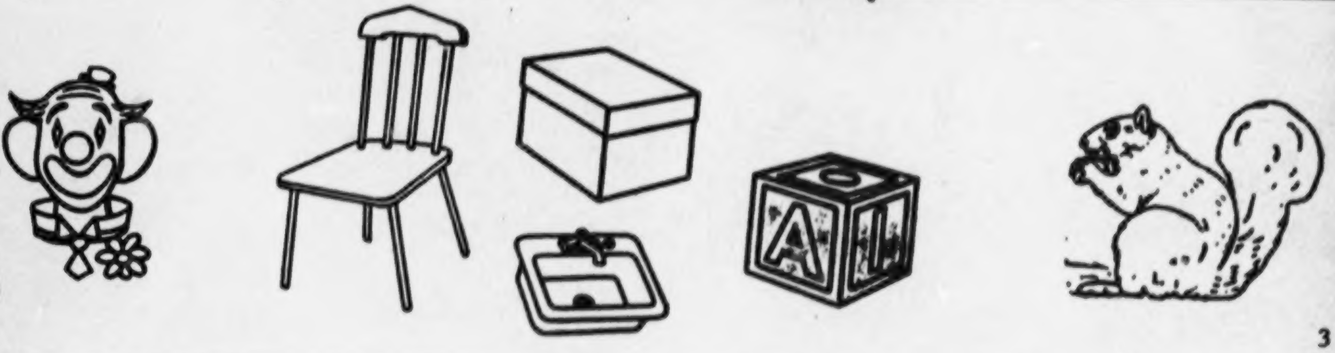

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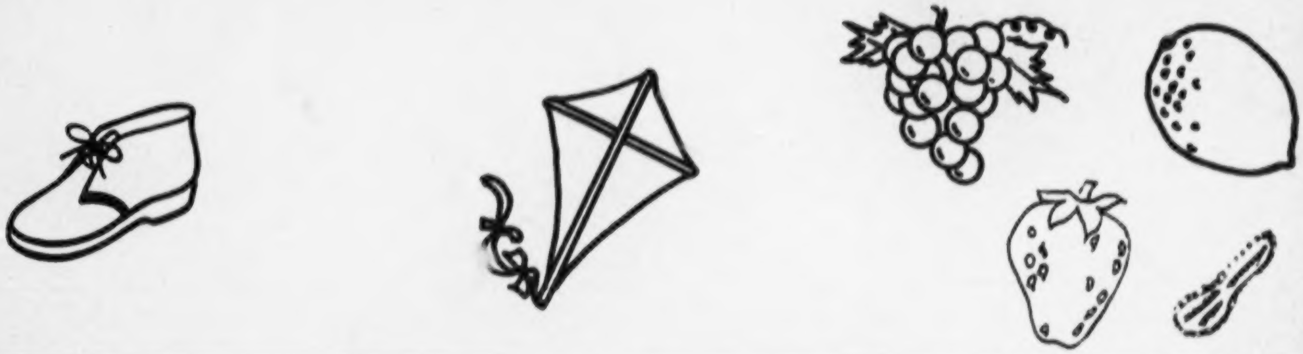

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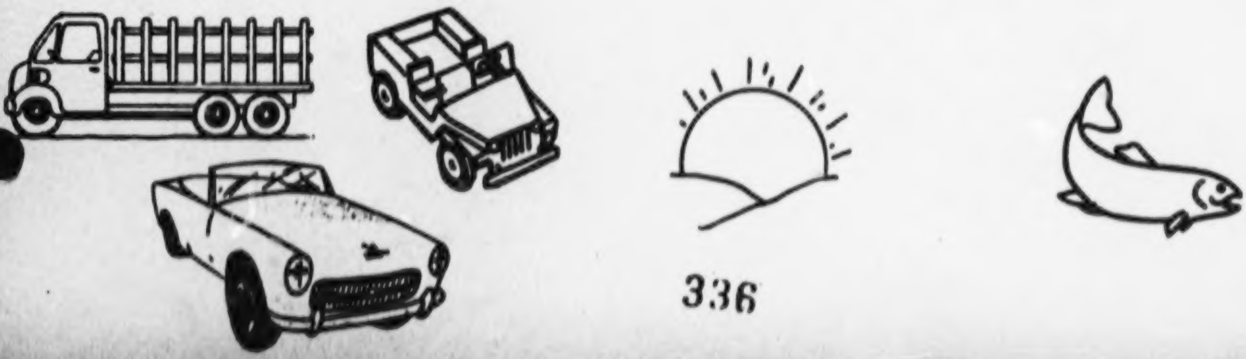

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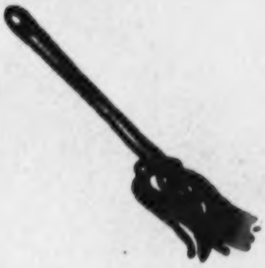
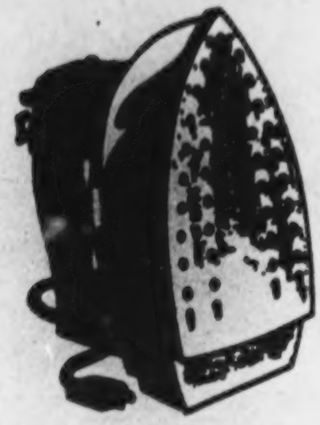
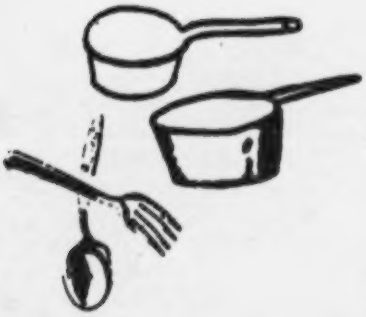
C-3

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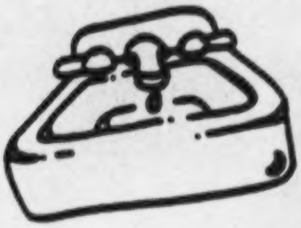
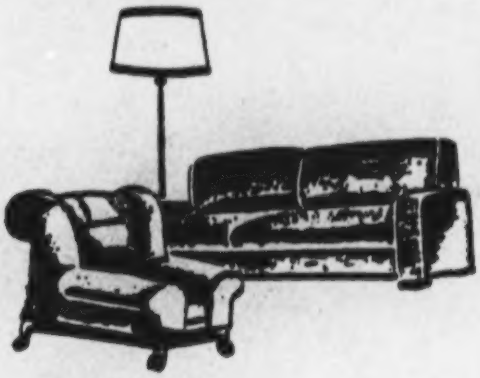
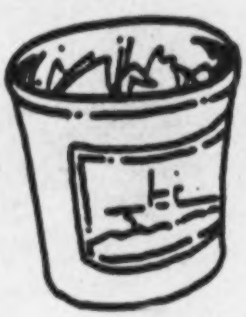

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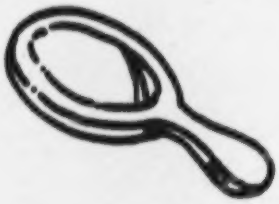
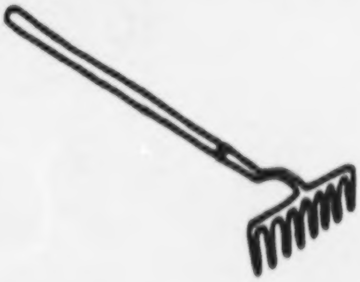
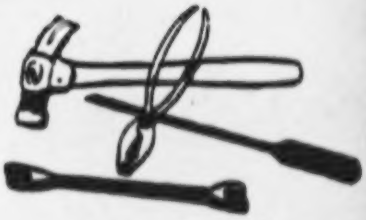

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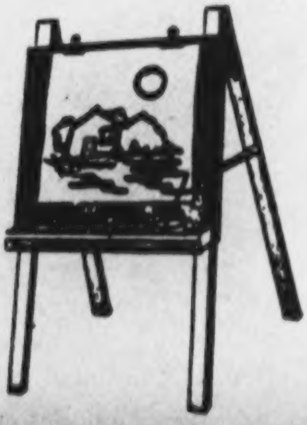

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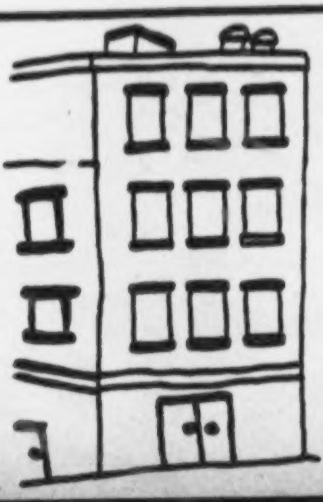
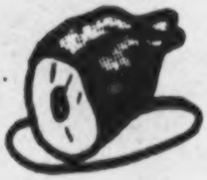
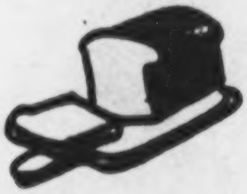
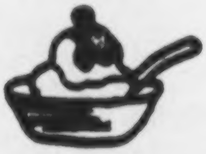
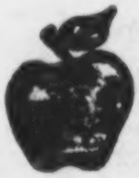


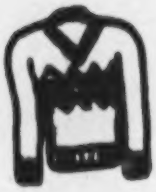
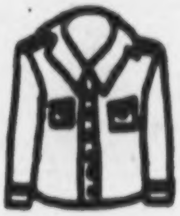
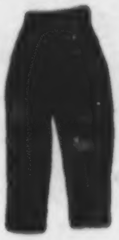
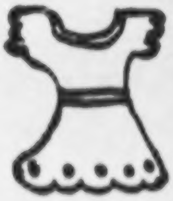
10

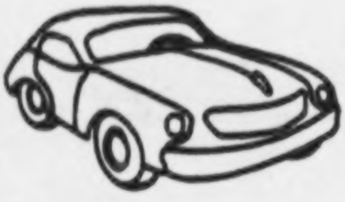
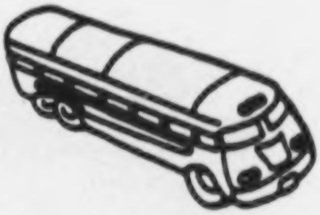
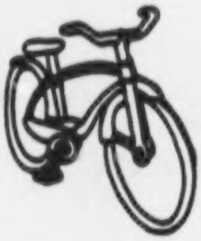
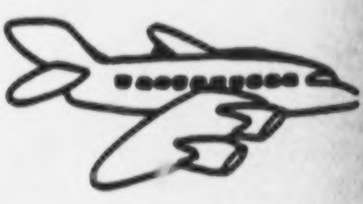
C4 CLASSIFY

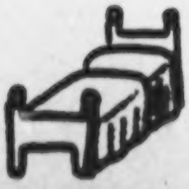
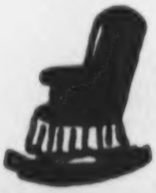
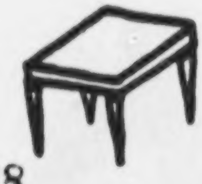
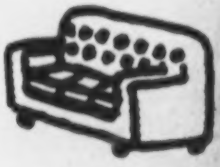
Ask student "How are these alike?" Student will orally tell category in response

Mastery 75% (3 out of 4)

C5 ARRANGE PICTURES IN SEQUENCE

Place each set of picture cards, one at a time, in a random order in front of student.

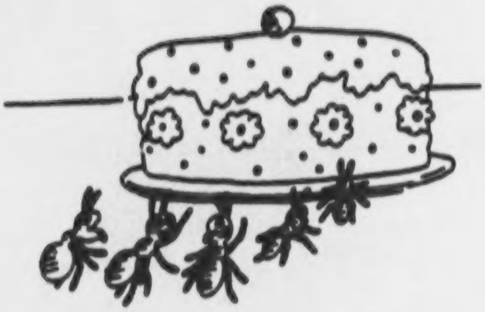
THESE PICTURES TELL A STORY, BUT THEY ARE NOT IN THE RIGHT ORDER. LOOK AT THESE PICTURES. PUT THEM IN ORDER TO TELL A STORY.

After the student places the pictures in a sequence say:

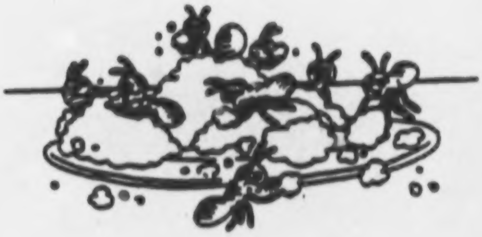
NOW, TELL ME THE STORY.

If the story is logical as told by the student accept as correct.

Mastery 100%



C-5



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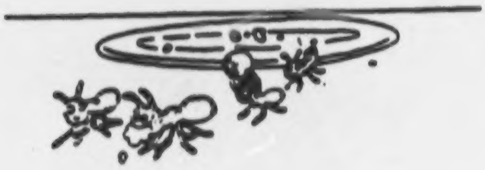
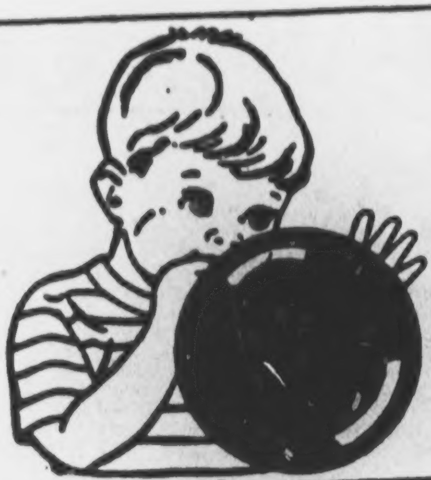
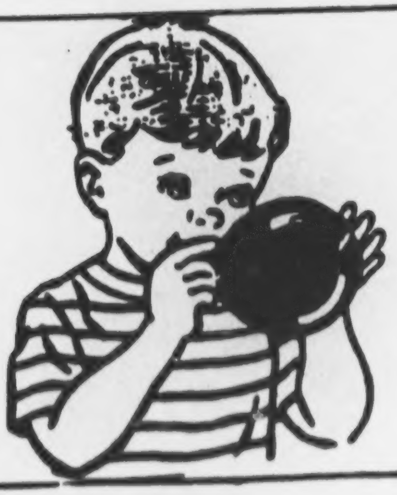


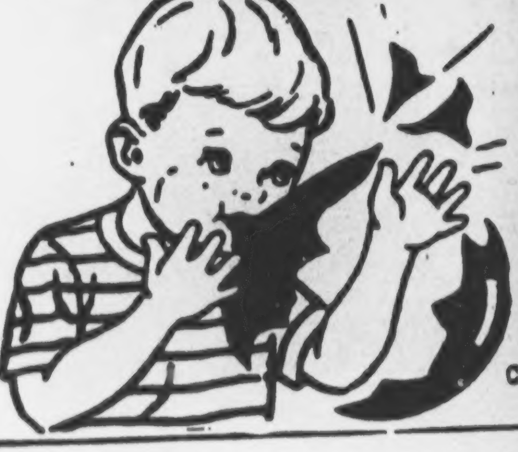
C-5



C-5



C-5



C-5

C6 RETELL A SHORT STORY IN SEQUENCE

I AM GOING TO READ YOU A STORY. LISTEN VERY CAREFULLY. IN A MOMENT I WILL ASK YOU TO TELL ME WHAT HAPPENS FIRST, NEXT AND LAST.

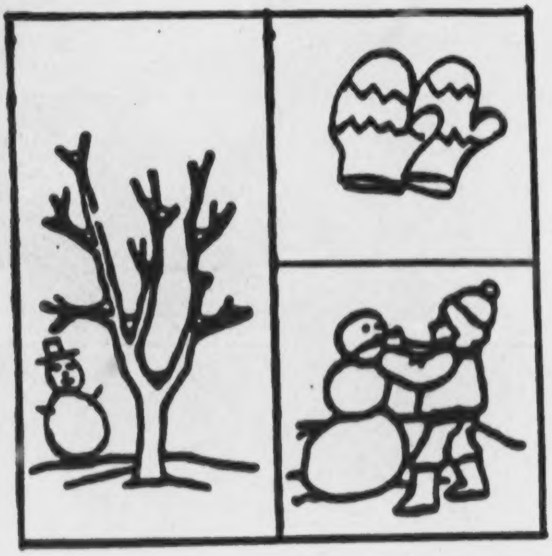
Story to be Read

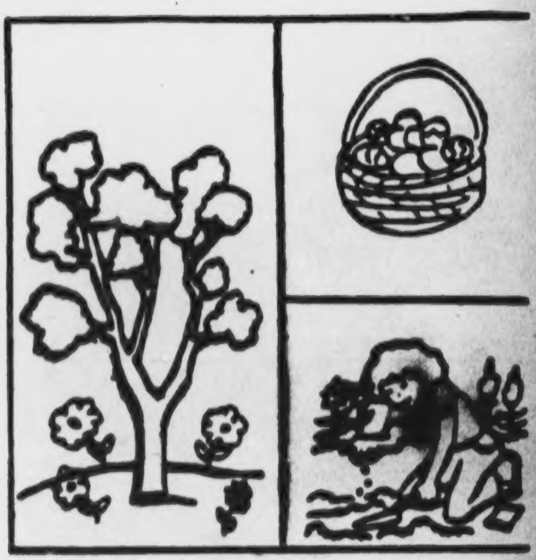
It was the shy little girl's first day at (name of your school) school. She didn't know where the office was so she started to cry. Two little boys came up to help her. They showed her where the office was and they all became friends.

NOW TELL ME THE STORY. WHAT HAPPENED FIRST, NEXT, LAST?

Mastery 100% Student must tell something that happened in the beginning, middle, and end using complete sentences.

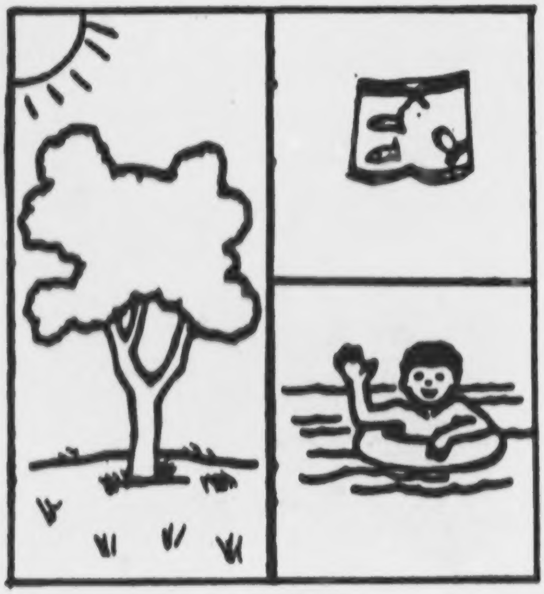
C7 DESCRIBING PICTURES AND DISCUSSING EVENTS

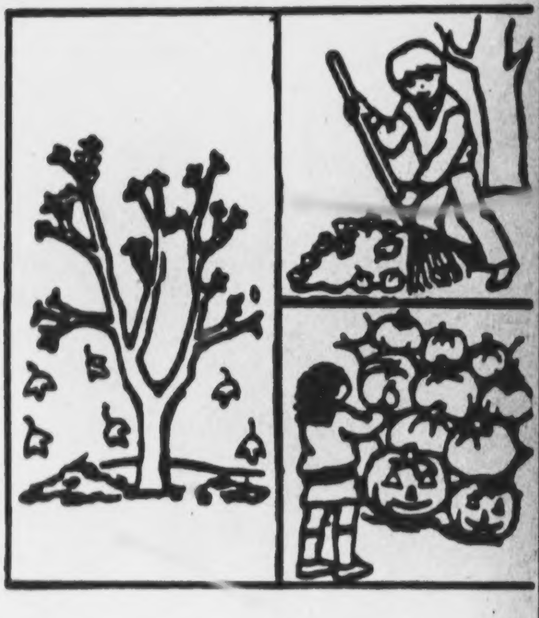




NAME THE FOUR SEASONS

TELL ME SOMETHING ABOUT EACH SEASON.





SEASONS' POEM

WINTER (pretend you're cold)
SPRING (with hand, make flower growing)
SUMMER (pretend you're swimming)
FALL (with finger, show leaves dropping)
WHICH SEASON DO YOU LIKE BEST OF ALL?

State Essential Skills Requirements.
Seasonal pictures may be substituted.

Mastery 100% - Student should tell about the seasons in complete sentences.

C8 PREDICT STORY ENDINGS

Listen to each story while looking at the pictures.

Sonia went to the refrigerator and took out the peanut butter and jelly. She got a knife and began to spread the peanut butter on the bread. What will happen next?

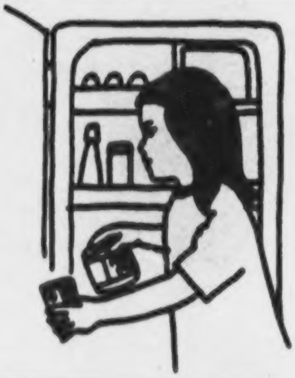
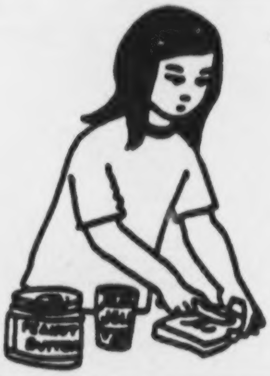
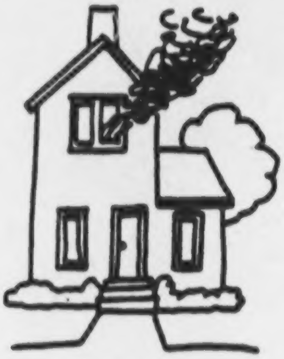
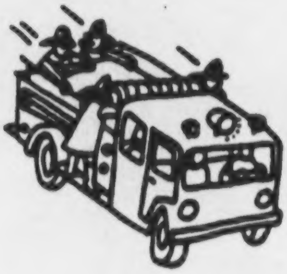
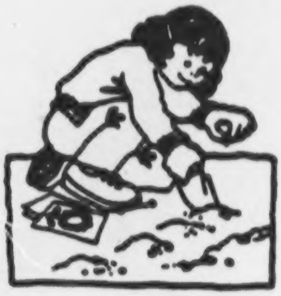
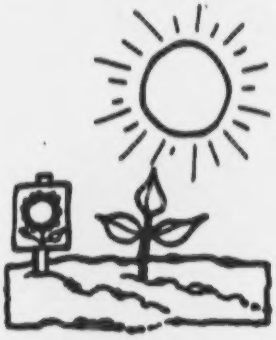
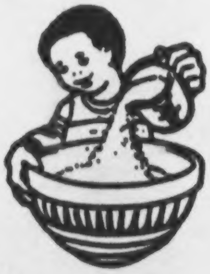
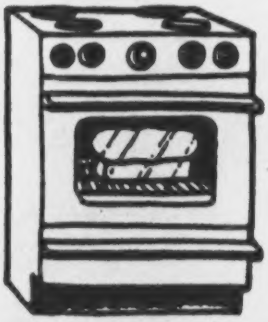
Smoke was pouring our of the upstairs window. The fire engine sped quickly down the street, it's siren blaring. What will happen next?

Jenny carefully covered each seed with dirt after placing it in the ground. A small green stem pushed through the earth after several days of sun. What will happen next?

Carlos poured the flour into the bowl. After he mixed the ingredients together he poured them into a pan and put the pan in the oven. What will happen next?

Mastery 75%
Student is successful if he/she answers 3 out of 4 correctly.

C-8

C9 NAME 26 LETTERS - UPPER CASE AND LOWER CASE

Point to each letter.

WHAT IS THIS LETTER?

Mastery 100%

P A D M S R E

T O H B W I K

Z C N Q F V X

G L U Y J

C9

i	z	s	e	w	j	g
k	y	b	u	h	o	l
t	x	r	v	f	m	q
	d	a	p	n	c	

C10 LETTER-SOUND ASSOCIATION

Point to each letter and have child reproduce the sound the letter makes.

i z s e w j g

k y b u h o l

t x r v f m q

d a p n c

Student must reproduce all letter sounds to indicate mastery

Mastery 100%

C11 EXPRESS OWN IDEAS THROUGH STORY WRITING

_____ with pictures

_____ with symbols

_____ with some phonetic spelling

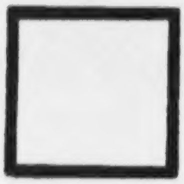
_____ with some complete words and some phonetic spelling

Teacher observation determines present stage of student in the writing process.

See storywriting in Curriculum Guide for examples of developmental stages in the writing process.

C12 NAMES SHAPES

What shape is this?



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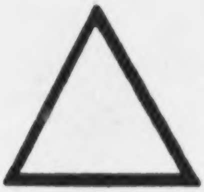

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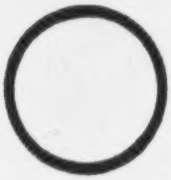
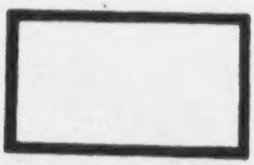


What shape is this?



Mastery 100%

C13 PATTERNING

1. **COPY THIS PATTERN.** Tester models pattern.

   RED-WHITE-RED-WHITE

   Using your choice of manipulative.

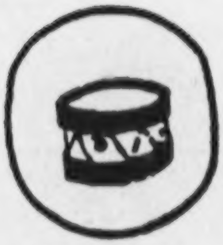
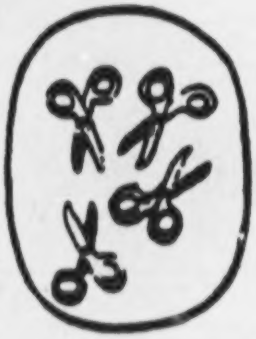
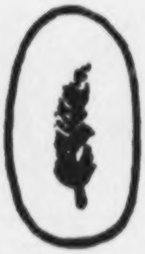
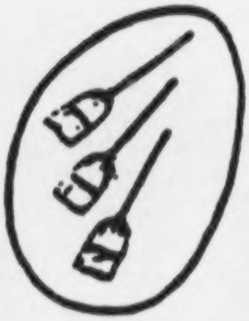
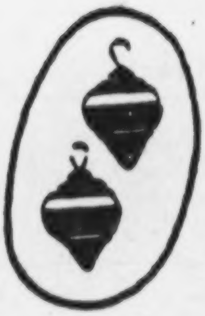
2. **FINISH THIS PATTERN.** Using blocks tester puts out a pattern of red, blue, yellow, red, blue...

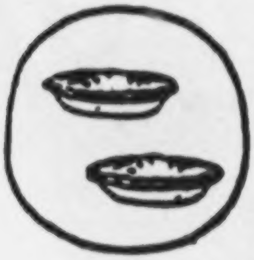
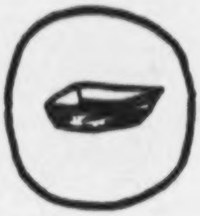
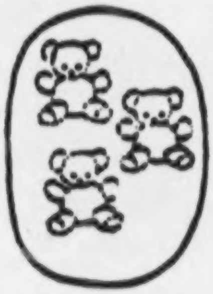
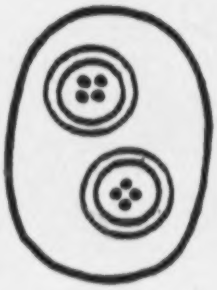
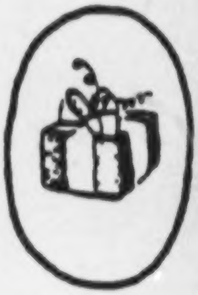
   Student must select from assortment of red, blue and yellow blocks, a yellow block to complete the pattern.

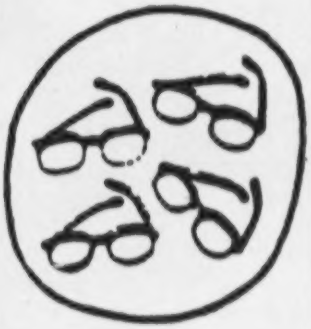
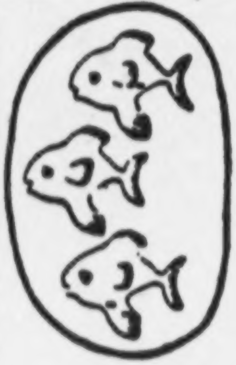
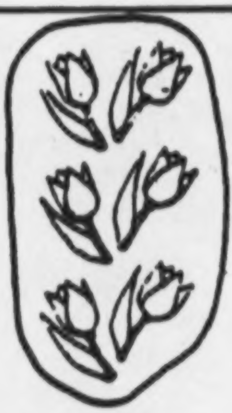
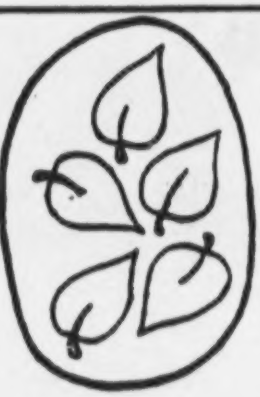
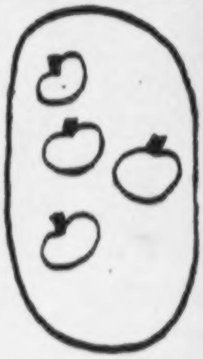
3. **USING THESE BLOCKS, DESIGN YOUR OWN PATTERN, REPEATING IT ONCE.** Student selects blocks for design from an assortment of blocks. Student does not have to use all blocks available as long as the pattern is repeated once.

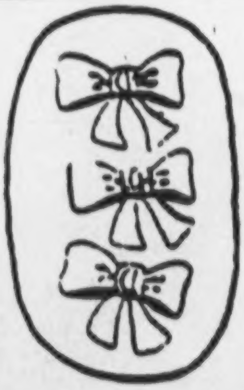
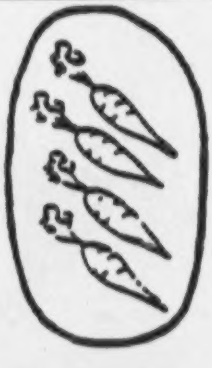
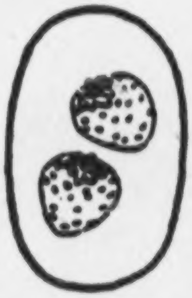
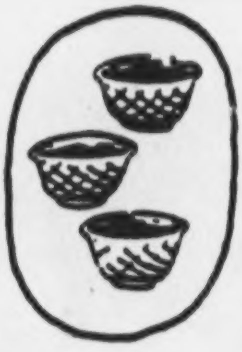
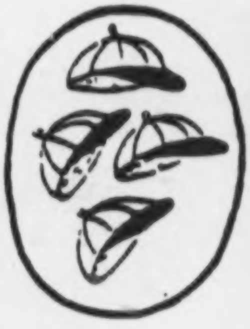
MASTERY: 100%

C14 MATCH EQUIVALENT SETS

LOOK AT THE PICTURES ON THIS PAGE. YOU ARE GOING TO LOOK FOR SETS THAT HAVE THE SAME NUMBER AS THE FIRST SET OF EACH ROW.

NOTE: TEACHER MAY SUBSTITUTE CONCRETE OBJECTS.

MASTERY: 100%

C15 COUNT TO TWENTY

PLEASE COUNT FOR ME.

Student is successful if he/she counts from 1 to 20 in consecutive order without a model.

Teacher can record numerals child can count on the report card.

MASTERY: 100%

C16 NAME NUMERALS TO TEN

POINT TO EACH NUMBER AND ASK "WHAT IS THIS NUMBER?"

Mastery 100%

0 8 6 1

7 5 9

4 2 10 3

C17 MATCHING SETS TO NUMERALS 0 - 10

Tester shows numeral out of sequence.

SHOW ME HOW MANY TEDDY BEARS THIS NUMBER STANDS FOR. YOU SHOULD COUNT AGAIN WHEN YOU ARE FINISHED TO BE SURE YOU ARE CORRECT.

Student counts out teddy bear counters or other objects as each number is shown.

Mastery 100%

C18 ARRANGE NUMERALS IN ORDER 0 - 10

Individual Test

Place the set of numeral cards one at a time in a random order in front of the child.

THESE NUMBERS ARE NOT IN ORDER. PLEASE LOOK AT THE NUMBERS AND PUT THEM IN ORDER.

Mastery 100%
Student is successful if he/she puts all numbers in consecutive order.

0

C-18

1

C-18

2

C-18

3

C-18

4

C-18

5

C-18

6

C-18

7

C-18

8

C-18

9

C-18

10

C-18

A1 STUDENT WILL DEVELOP POSITIVE INTERPERSONAL RELATIONSHIPS

TEACHER OBSERVES BEHAVIORS:

1. establishes friendships
2. works effectively in a group
3. demonstrates acceptance and appreciation of individual differences
4. uses strategies to solve problems in a variety of social situations; cooperative decision making, compromise, discussion, and sharing

SATISFACTORY AND IMPROVEMENT NEEDED:

S - SATISFACTORY
I - IMPROVEMENT NEEDED

A2 STUDENT WILL DEVELOP A POSITIVE SELF-CONCEPT

Teachers observes behaviors:

1. feels at ease about asking for help
2. recognizes own strengths
3. is willing to take risks
4. adjusts to new situations and environments.

Mastery 100%

A3 STUDENT WILL DEMONSTRATE SELF-DIRECTION AND RESPONSIBILITY

Teacher observes behaviors:

1. works independently
2. uses time wisely
3. assumes responsibility for materials and work space
4. accepts responsibility for own actions
5. follows directions
6. obeys rules
7. chooses among alternatives
8. demonstrates pride in school and classroom by helping keep it beautiful

Mastery 100%

A4 STUDENT WILL FREELY EXPRESS AND APPRECIATE CREATIVITY

Teacher observes behaviors:

1. enjoys participating in one or more of the arts: crafts, literature, dance, music, ...
2. composes with various media: paint, clay, craft materials, musical instruments....
3. creates using own ideas: role-playing, dance, stories........
4. expresses feelings of appreciation for beauty

Mastery 100%

SM1 GROSS MOTOR

Teacher observes:

1. Student runs without tripping.
2. Student jumps using both feet.
3. Student hops 3 times on each foot.

SM2 TRACES, CUTS COPIES

TRACES: Have students trace truck or observe student tracing accurately during an activity.

MASTERY: Student traces curves, corners, straight lines with accuracy. Use teacher judgement - need not be absolutely perfect. Curves should not have pointed sections, corners should be sharp, straight lines should be straight even if not exactly on the line to be traced.

CUTS: Have student cut each line or teacher observes student cutting straight and curved lines and corners during an activity.

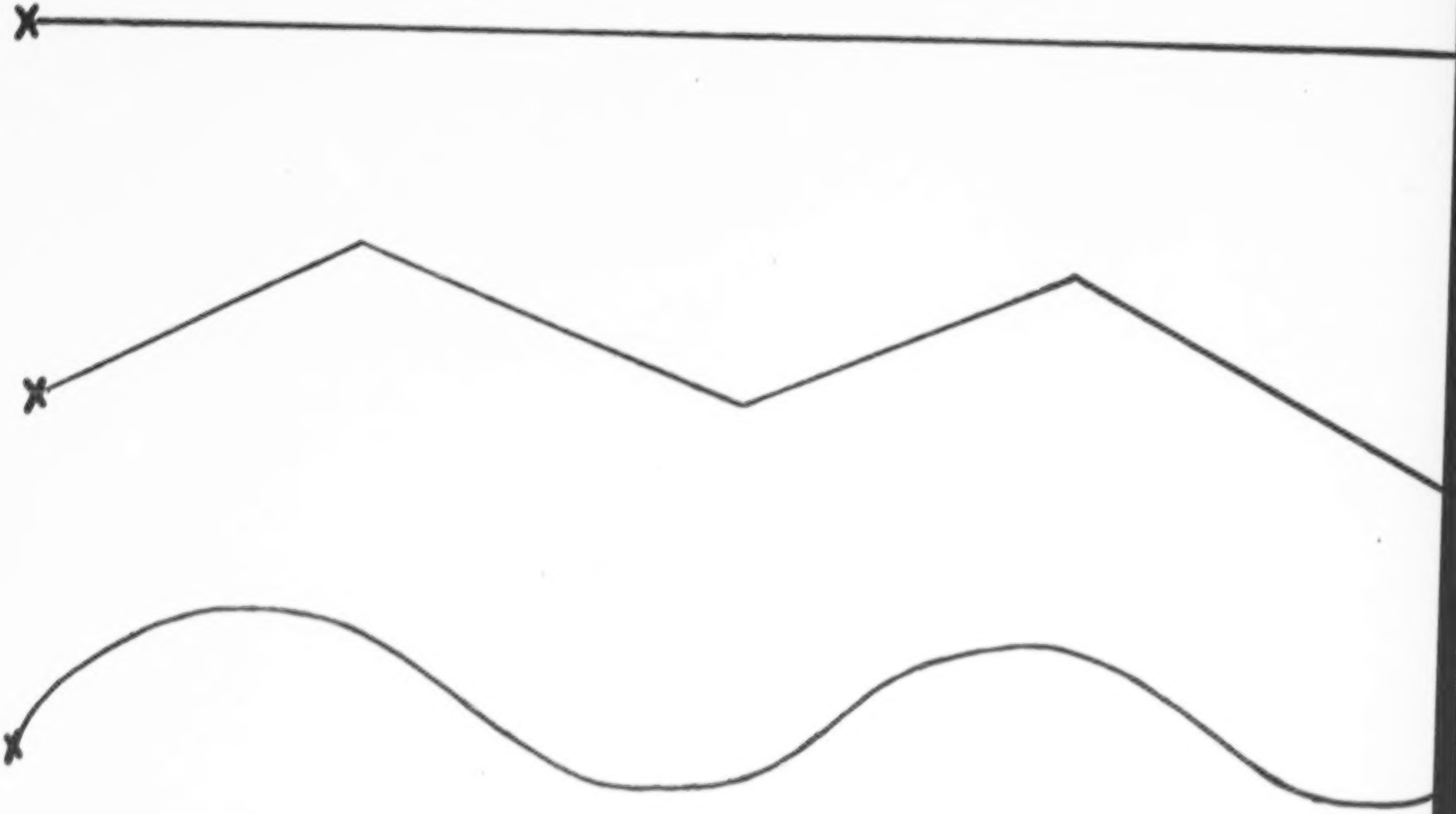
MASTERY: Teacher judgement - cuts should have some degree of accuracy but need not be exactly on line to be cut.

COPIES: Student copies numbers, letters or name using paper and pencil, dry eraser marks and board, or chalk and chalkboard.

Student must have a model present when copying numerals, letters, or name.

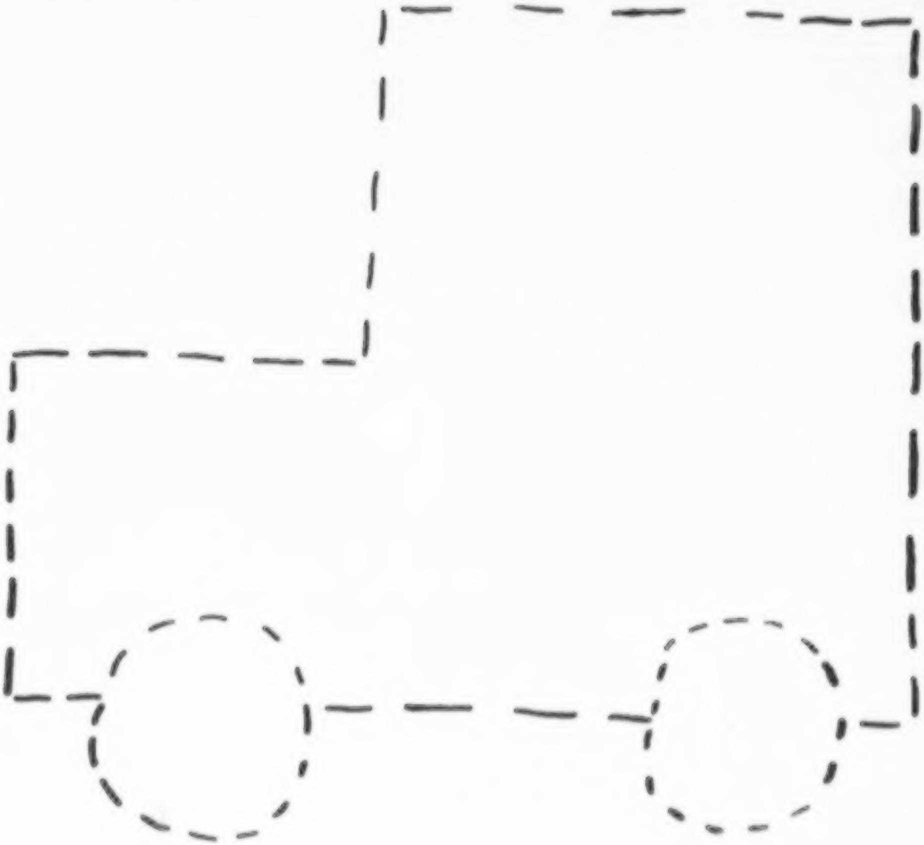
MASTERY: Legible and no reversals

SM2 CUT NEATLY USE OF THIS FORM IS OPTIONAL



TRACE USE OF THIS FORM IS OPTIONAL

SM2



SM2 COPY NUMERAL 0 - 10 USE OF THIS FORM IS OPTIONAL

1	6
2	7
3	8
4	9
5	10

COPY UPPER CASE LETTERS USE OF THIS FORM IS OPTIONAL

SM2

		M	T
A	G	N	U
B	H	O	V
C	I	P	W
D	J	Q	X
E	K	R	Y
F	L	S	Z

COPY LOWER CASE LETTERS USE OF THIS FORM IS OPTIONAL

SM2

		m	t
a	g	n	u
b	h	o	v
c	i	p	w
d	j	q	x
e	k	r	y
f	l	s	z

AESTHETIC SCANNING
A Format for Looking at and Talking About Art

Adapted from Tucson Museum of Art Education Department

Carefully consider these two points before you begin:

1. Artists make specific decisions while working, and the pieces that result look the way they do for this reason.
2. Whatever you talk about while scanning must be reinforced by something seen within the work.

Because it is important to carefully examine a work, follow the steps listed below:

I. SESNSORY PROPERTIES (The Elements of Art)

Opposites are often helpful when describing:

LINE

Is the line:

	OR	
straight		curved
sharp		fuzzy/blurry
continous		broken
thick		thin
long		short
ruled		freehand
controled		meandering

- * What kind of lines do you see?
- * What kind of line is made by the edge of this object?
- * How are these lines the same?

SHAPE

Describe the shape as:

geometric	organic (found in nature)
closed	open
normal	distorted
defined	vague
complete	fragmented

- * What shapes has the artist used?
- * Are they geometric (circles,squares,etc.)?
- * Are they organic (clouds,plant, animal, etc.)?

COLOR

bright	dull
warm	cool
Light	dark
harmonic	clashing

- * Do you see any hues of red (or green, etc.)?
- * What colors do you see?
- * Are they warm (red,yellow, orange) colors?
- * Can you describe the color in a way that we can see the color in our mind? (lemon yellow, cactus green, sky blue, pumpkin orange, etc.)

Colors can be described in terms of hue(the color name: red, green, brown, etc.), in terms of their value (light blue, dark green), or as descriptors that will conjur up mental images of the color (school bus yellow, bubblegum pink, forest green, etc.)

VALUE

light	dark
shadow	highlight
high contrast	close range

- * Where is the darkest area?
- * Overall is this a dark of light work?
- * Squint at the artwork to discover the values (light, medium and dark areas).

TEXTURE

Visual or actual?

rough	smooth
hard	soft
wet	dry
shiny	dull (matte)
bumpy	flat

- * What kinds of texture do you see?
- * A cactus is prickly to the touch; it has actual texture. A drawing of a cactus can look prickly; it has visual texture.

Other textures are cotton-y, furry, leathery, prickly, scratchy, rippling and velvety.

II. FORMAL PROPERTIES (The Principles of Design)

This refers to the way the artist has distributed or arranged the elements of art discussed above.

REPETITION	• What colors, lines, shapes, images, etc., are repeated in the work?
UNITY	• Repetition creates unity. Does the piece seem to "hang together" as a whole. Are all the elements necessary?
VARIETY	• Too much unity can be boring, so artists change some of the elements to achieve variety. Is there enough variety in the piece?
CONTRASTS	• Are there strong contrasts (opposites, such as red/green, or dark/light values) to keep the work interesting?
BALANCE	• Is the piece balanced? Is the balance symmetrical (formal and even) or asymmetrical (uneven)?
DIRECTION	• Does the artist's manipulation of elements of art lead your eye through the artwork?
DOMINANCE	• Is there a focal point or a center of interest? Why is your eye drawn there?

III. TECHNICAL PROPERTIES (Medium and Techniques)

- What medium has the artist used--is the piece a painting, a print, a sculpture . . .? What materials were used?
- Can you be more precise? If it's a painting, is it a watercolor or an oil painting?
- Is there anything strikingly unusual about the work? (For example, paint that sticks out 3" from the surface or a painting on goat skin.)
- If you are familiar with the medium, can you comment on the artist's technique or craftsmanship?

IV. EXPRESSIVE PROPERTIES (Mood or Meaning)

MOOD LANGUAGE (Again opposites are helpful)

whimsical	serious
gloomy	uplifting
energetic	tired/restful
powerful	quiet
happy	sad

- Does the piece seem gloomy, menacing, etc.?
- Which things in this work make you think that?

Other possible descriptions are tense, haunting, alarming, mysterious, majestic.

IDEAL LANGUAGE

- Does the work express a lofty ideal, such as peace, eternal love, nobility, wisdom, etc.?
- Are there symbols in this piece, for example, hearts for love, or red/white/blue for America?

DYNAMIC STATE

- Is there a sense of tension, conflict, relaxation? Does a sculpture look solid and stable or tentative and trembling?

Jagged shapes, diagonal lines, and bright colors tend to give a feeling of energy. Cool colors, such as blue & green, horizontal lines and flowing shapes tend to give a restful feeling.

PARTS OF THIS OUTLINE WERE ADAPTED FROM the Aesthetic Education Project (1975), as developed by Dr. Harry Broudy and Dr. Ron Silverman.

BILINGUAL PHILOSOPHY AND RESOURCES

Developed and Compiled by:

Mary Armijo
Gus Ramirez
Julia Abalos

PHILOSOPHY

FOR

BILINGUAL KINDERGARTEN

The kindergarten program in Sunnyside Unified School District provides young children with opportunities to develop strong oral language, basic problem solving abilities, fine and gross motor skills and feelings of confidence and joy as a learner in the school enviroment. In addition to direct instruction, teachers act as facilitators of planned, developmentally appropiate activities. Children make choices and interact with other children and adults to solve problems, to plan activities, and to make friends. The subject areas are intergrated to enable the child to see meaning and application to life situations. The classrooms are rich in manipulative materials, equipment, books and invitations to read which invite explorationand creative responses.

In the bilingual kindergarten strong oral language will be developed through instruction in the home language to enrich the childs language base. Exposure to the second language will take place through intergrated large group activities.

*WHOLE LANGUAGE APPROACH - THEORETICAL AND PEDGOGICAL FRAMEWORK

A. Basic Assumption

1. The process of learning a second language should parallel the learning of the first language in order for learning to occur.

2. Second language acquisition occurs by "understanding messages enclosed in the language in other words, by receiving comprehensible input."

3. Cognitive and linguistic development are totally interdependent.

4. Second language acquisition is more than grammatical acquisition. It includes the acquisition of discourse and sociolinguistics competence in the oral and written modes.

5. There are two different types of proficiencies, (a) "the kind of language used in ordinary face to face conversation" - basic interpersonal communication skills; (b) "the ability to use language in content-reduced situations, the ability to use language to learn and discuss abstractions." Cognitive academic language proficiency.

6. "Hispanic students learned considerably more English in classrooms that provided opportunities for reciprocal interaction with teachers and peers."

B. Implications on Teaching and Learning

1. School language programs must build upon existing learning and utilize intrinsic motivation.

2. Language develops whole to part, from vauge to precise.

3. Expressive and receptive language is developed through functional meaningful and relevant language.

4. There must be a need to communicate and a focus on meaning.

5. Speaking, listening, reading, writing are interactive, interconnected modes of language that equally support language development.

6. Teacher's expectations are self fulfilling prophecies.

C. Pedagogy - To motivate and accelerate the learning of language and content:

1. Instruction must be meaning - based in which listening, speaking, reading and writing are vehicles of communication and learning.

2. Use every situation to develop the cognitive/language/affective domains.

3. Use cooperative learning activities - independent, isolated work is counterproductive to academic and language learning. Use non-competitive group or pair activities, collaborative projects buddy writing, team work, etc.

4. Motivate, arrange the environment monitor development, provide relevant and appropriate material and invite the learner to participate in literacy events and learning opportunities.

5. Use reading exposure to develop reading comprehension, writing style and more sophisticated vocabulary and grammar.

6. Adhere to an instructional model based on learning theory: Preview, view, review language and concepts for acquisition and long term storage of knowledge.

*Krashen, Cummins, Duloy, Burt, Fillmore, Duenas Gonzales

Oral English

The second language instruction of Spanish-speaking students will have been in process informally in the unstructured settings of play, in the classroom, and in other places where Spanish and English may have been in contact. Classroom lessons in the formal sense will vary according to the second language rationale and the materials selected for this purpose. The preparation for the print of English must consist of substantial and serious efforts in listening to and in speaking English. The activities that were productive for oral Spanish can be offered for oral English. The students can be given pictures for discussion. As teachers provide these stimuli, they must remember that the new words and expressions to describe the pictures need to be presented and modeled. They need to allow time for silent listening, for gestural responses, for one-word answers, and for shorter comments. Teachers will find storytelling a useful strategy. If the traditional stories loved in Spanish can be told now in English, then comprehension is assured while new English expressions are being acquired. Stories with refrains are excellent for learning not only the words but the rhythm and melody of phrases. The magic of poetry that delighted students in their own language can be carried forward in the second language. The natural interest in playing with words contributes to comprehension and fluency. For second language rhymes and poems that have difficult features of the language offer informal relaxed practice. Nursery rhymes for young children can give opportunities to try out some of the unpredictable and unfamiliar vowel sounds. For example:

HEY DIDDLE DIDDLE

Hey diddle diddle, the cat and the fiddle
The cow jumped over the moon.
The little dog laughed to see such sport,
And the dish ran away with the spoon.

Riddles, tongue twisters, word games, real objects, room enviroment, and food are the same source of English language development as when used for first language stimulation. Teachers should be careful to keep the pace comfortable to accommodate meaning and should be alert for indicators of any misunderstanding. If a structured program of English as a second language is in place, the plan may always be supplemented and complemented by a variety of other activities that create interest, enthusiasm and fluency.

Caveats in Transfer to English

At the readiness level, teachers should be very cautious about the sequence of instruction. There is little to be gained by rushing through a token set of Spanish prereading activities to get to English. So important are these early learnings- the acquisition of concepts, the habits of listening, the sensory-motor opportunities, the ear training, the perceptual activities, and the language fluency- that strength in these skills and in this knowledge should be the primary goal. Simultaneous readiness programs and two sets of materials in use at the same time are very likely to cause confusion, and may even result in poor progress at this level. The unfortunate outcome may be a weak background in prereading skills in two languages. Teachers may feel confident that strong readiness skills from the Spanish lessons will be available for use and for transfer in English. In the long run, students who have been taught carefully and have learned well at this introductory phase of reading will be the winners in English as well.

In summary, readiness to read English will transfer from Spanish as general language development and as specific skill in the visual skills of sequencing attention in detail, awareness of figure-ground, and memory. The auditory skills of figure-ground, sequencing, discrimination of likeness and differences among sounds will have potential for use as well. The spatial skills of directional organization, lateral orientation, and integration are identical in both languages; thus, no transfer is needed. The kinesthetic abilities needed to manipulate the classroom instruments of learning are the same, and good skills should serve the students will in any language. The habits of listening, paying attention, concentrating, persisting, and completing assigned tasks will put the students on the royal road to literacy in English.

CHILDREN DEVELOP LANGUAGE WHEN:

* They have a wide variety of experiences.

* They have an opportunity to shape, share and discuss these experiences.

* They hear good language models using rich vocabulary.

* They have an opportunity to evaluate these experiences.

LANGUAGE LEARNING

The early years of school offer a child opportunities to practice and expand language. Children entering school bring their own language as a means of expression to meet their needs and this language is a highly personal one. The teacher must become aware and nuture a wide range of language capabilities, and many different levels of language development that may include other than English.

For language development to occur, language must be used by children in meaningful ways. The fact that a child can say a word does not mean that the concept has been learned. Language helps to focus on concepts and gives ways to retrieve them, but it does not build the concepts by itself. Children need concrete experiences to have concepts become meaningful parts of their language.

Print should be found in abundance in the classroom environment where children are learning to read. Children realize that they are readers as they encounter print with related materials and objects that explain the written word.

Teachers who provide a wide variety of real experience for their children and encourage discussion of these, have done a great deal to aid their children's progress in reading. Likewise, teachers who read to their children regularly, show an interest in books themselves and encourage their children to talk about their own books, are providing a valuable framework for success in their reading.

Kindergarten teachers need to plan a literacy program that utilizes a variety of strategies.

- literature
- puppetry
- dramatics
- conversation
- shared book experience
- SSR
- listening post
- language experience
- writing notes, books, journals, books, etc.
- alphabet activities

ORAL LANGUAGE DEVELOPMENT

THE FOLLOWING ARE NEEDED TO IMPROVE ORAL LANGUAGE DEVELOPMENT IN THE PRIMARY LANGUAGE

Students will understand and use identified vocabulary words.

Students will understand and follow oral directions.

Students will formulate and ask suitable questions.

Students will demonstrate and understand basic concepts.

Students will arrange and describe objects and events in a logical sequence.

Students will express thoughts in spoken sentences using appropriate grammar and sentence length.

Students will define and describe objects, pictures and experiences.

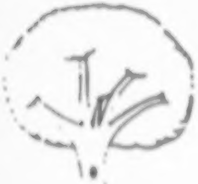
Ordinarily the letters of the alphabet in Spanish may have one picture for each letter, and sound, except as follows:

- c followed by a e u
- c followed by e i
- g followed by a e u
- g followed by e i

- h silent
- *ll, y, hie
- *s, z, ci, ce (x)
- gü and güe

*May vary from region to region

- r and rr
- j and ge, gi
- and at times x.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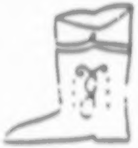
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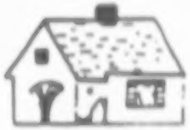
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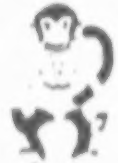
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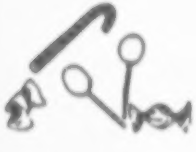
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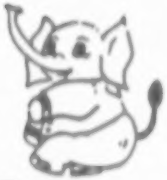
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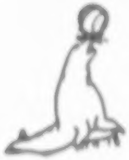
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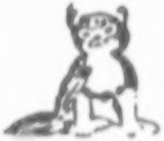
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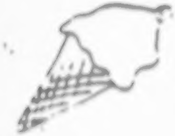
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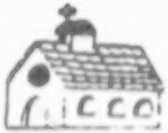
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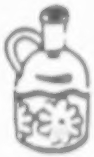
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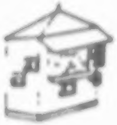
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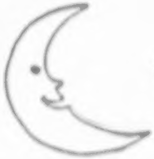
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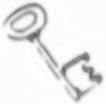
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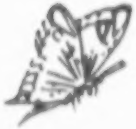
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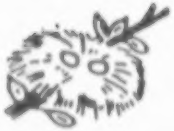
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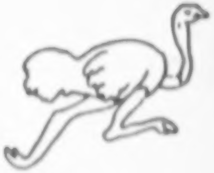
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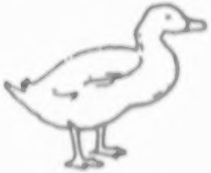
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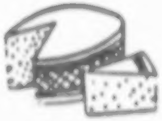
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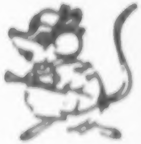
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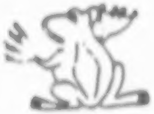
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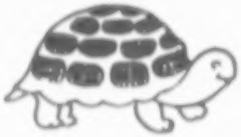
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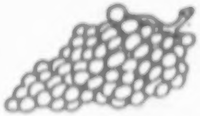
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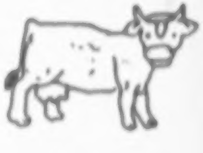
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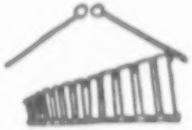
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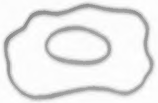
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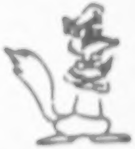
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SPANISH SOUND SYSTEM

Las Vocales:

Aa	Ee	Ii	Oo	Uu

Spanish is a vocalic linguistic system and there is a one to one letter-sound correspondence.

Las Consonantes:

Ba	be	bi	bo	bu	
Ca	-	-	co	cu	(ce - ci)
Cha	che	chi	cho	chu	
Da	de	di	do	du	
Fa	fe	fi	fo	fu	
Ga	-	-	go	gu	(ge - gi)
Ha	he	hi	ho	hu	
Ja	je	ji	jo	ju	
La	le	li	lo	lu	
Lla	lle	lli	llo	llu	
Ma	me	mi	mo	mu	
Na	ne	ni	no	nu	
-ña	-ñe	-ñi	-ño	-ñu	
Pa	pe	pi	po	pu	
	que	qui			
Ra	re	ri	ro	ru	
-rra	-rre	-rri	-rro	-rru	
Sa	se	si	so	su	(se si) (ce ci)
Ta	te	ti	to	tu	(ze zi)
Va	ve	vi	vo	vu	(interchangeable with b)
Ya	ye	yi	yo	yu	
Za	ze	zi	zo	zu	

K & W (exist only in foreign words)

X (has various pronunciations according to dialect - most common is that of Spanish j)

q is always followed by u

Alpahbet Books

TITLE	AUTHOR	APPROX. PRICE
APRENDO A CONTAR (Del 1 a 10)	Manuel Tamayo Scmitt	

Books About Shapes, Size and Color

COLECCIÓN CUENTOS	Joanne & David Wylie	
CUENTOS DE PECES		
- UN CUENTO CURIOSO DE COLORES		
- UN CUENTO DE PECES Y SUS FORMAS		
- UN CUENTO DE UN PEZ GRANDE		
- UN CUENTO DE MAS O MENOS PECES		
COLECCIÓN LIBRO DE FRESAS	Richard Hefter	
- CABEZAS Y PIES		
- COLORES		
- COMPARAR		
- FORMAS		
- EL LIBRO DE LOS NÚMEROS		
- MIRAR		
- PALABRAS		
- SI Y NO		
EL ROJO ES MEJOR	Kathy Stinson	
SOY GRANDE SOY PEQUEÑO	Kathy Stinson	

Folk and Fairy Tales

TITLE	AUTHOR	APPROX. PRICE
COLECCIÓN CUENTOS DEL ABUELO	Zoraida Vasquez	
AMIGOS CON SUERTE		
CHIQUITO PERO LISTO		
¿POR QUE EL CONEJO TIENE LAS OREJAS TAN LARGAS?		
RATONCITO DEL CAMPO	Childrens Press	
RATONCITO DE LA CIUDAD		
CENICIENTA	Childrens Press	
CUENTOS PARA VER		
LOS MÚSICOS DE BREMEN		
CAPERUCITA ROJA		
EL ESCONDITE		
LA BELLA DURMIENTA		

Science

COLECCIÓN COMO SON LOS ANIMALES BEBE LOS ARBOLES LOS CABALLOS LOS DINOSAURIOS LAS ESTRELLAS LOS HABITANTES DEL MAR LAS MARIPOSAS LOS MONOS	by various authors	

Social Sciences

TITLE	AUTHOR	APPROX. PRICE
COLECCIÓN/LOS LIBROS DE SPOT	Eric Hill	
- EL CUMPLEAÑOS DE SPOT		
- ¿DONDE ESTA SPOT?		
- EL PRIMER PASEO DE SPOT		
- LA PRIMERA PASCUA DE SPOT		
- SPOT VA A LA ESCUELA		
- SPOT VA A LA PLAYA		
- SPOT VA AL CIRCO		
TEO DESCUBRE EL MUNDO	Violeta Denou	
- TEO EN EL TREN		
- TEO EN EL BARCO		
- TEO EN AVIÓN		
- TEO EN EL ZOO		
- TEO EN LA FERIA		
- TEO EN LA GRANJA		
- TEO EN LA NIEVE		
- TEO EN EL CIRCO		
- TEO EN LA ESCUELA		
- TEO ESTA ENFERMO		
- TEO Y SU FAMILIA		
- TEO VA AL SUPERMERCADO		
- TEO VA DE COMPRAS		
- TEO VA DE VACACIONES		

Social Sciences, continued:

TITLE	AUTHOR	APPROX. PRICE
ASI ES EL MUNDO	Violeta Denou	
TUS CINCO SENTIDOS		
LA LUNA, EL SOL Y LAS ESTRELLAS		
LA POLICIA		
LANZADERAS ESPECIALES		
MÉXICO		
RODEOS		
LOS MAYA		
LOS INCAS		

Pattern Books

¡MANZANO, MANZANO!	Mary Blocksma	
ALEX Y SU PERRITO SU AMIGUITO	Big Book	
EL LOBO	Big Book	
LA GORRA DE LANA		

Number

TITLE	AUTHOR	APPROX. PRICE
LOS NUMEROS- CUENTA CON NOSOTROS	Karen O'Callahan	
POLLITO PEQUENITO CUENTA HASTA DIEZ	Margaret Friskey	
TU PRIMER LIBRO DE CONTAR	David Anstey	
LOS DIEZ PERRITOS	Big Book	
¿SABES DÓNDE ESTA TU MONSTRUO ESTÁ NOCHE?	Joanne & David Wylie	

Miscellaneous

HOY FUE MI PRIMER DIA DE ESCUELA	Karen G. Frandsen	
EL OSO MAS ELEGANTE	Mary Blocksma	
UN CUENTO MAS SOLO PARA TI		

GLOSSARY - DICCIONARIO

SCIENCE - CIENCIAS

A. The Universe - El Universo

the sun - el sol

light - la luz
heat - el calor

moon - la luna

stars - las estrellas

globe - el globo

earth - la tierra

model - el modelo

land - la tierra

water - al agua

day - el día

night - la noche

B. Weather - El Tiempo

elements - los elementos

rain - la lluvia

snow - la nieve

frost - la escarcha

wind - el viento

clouds - las nubes

rainbow - el arco iris

thunder - el trueno

lightning - el relámpago

bolt of lightning - rayo

it is hot - hace calor

is is cold - hace frio

it is raining - está lloviendo

snowy - nevado

sunny - día claro

cloudy - nublado

C. Seasons - Las Estaciones

autumn - el otono

winter - el invierno

spring - primavera

summer - el verano

D. Matter & Energy - Materia y Energía

solid - sólido

liquid - líquido

change- cambiar

form - formar

E. Plants & Animals - Plantas y Animales

1. What plants need - Lo que las plantas necesitan
   sun- el sol
   air - el aire
   water - el agua
   food - la comida
   shelter - la protección

   Parts of the plant - las partes de la planta (mata)
   roots - raíz (raices)
   stem - el tallo
   leaves - las hojas
   seeds - las semillas
   flowers - las flores

2. Farm Animals - Los Animales de la Granja
   cow - la vaca
   horse - el caballo

rooster - el gallo
sheep - la oveja
bull - el toro
goat - la cabra (el chivo)
lamb - el cordero
donkey - el burro
goose - el ganso (oca)
turkey - el guajolote
pig - el puerco (el cerdo)

3. Wild Animals - Los Animales Salvajes
lion- el león
tiger - el tigre
elephant - el elefante
leopard - el leopardo
panther - la pantera
cougar - la puma
hippopotamus - el hipopótamo
monkey - el cahngo (el mono)
gorilla - el gorila
bear - el oso
kangaroo - el kanguro
giraffe - la jirafa
anteater - el oso hormiguero
camel - el camello
rhinocerous - el rinoceronte
alligator - el caimán
crocodile - el cocodriló

4. Birds - Pájaros (Aves)

robin - el petirrojo

swallow - la golondrina

wren - el reyezuelo

lark - la calandria

ostrich - la avestruz

peacock - el pavo real

eagle - el águila

owl - el tecolote

nightingale - el ruiseñor

crow - el cuervo

canary - el canario

parakeet - perquitos de amor

parrot - el perico (el loro)

flamigo - el flamenco

pelican - el pélicano

stork - la ciguena

woodpecker - el picamadero

turtle-dove - la tórtola

cardinal - el cardenal

5. Fish and Sea Animals -

trout - la trucha

swordfish - el pez espada

shark - el tiburon

tuna - el atun

whale - la ballena

dolphin - el dolfín

porpoise - el puerco marino

shrimp - el camarón

lobster - la langosta

crab - el cangrejo

abalone - el abulón

scallop - la ostra

oyster - el ostión

turtle - la tortuga-la cahuama

seahorse - el caballito del mar

6. Reptiles - Los Reptíles

rattlesnake - culebra de cascabel

cobra - la cobra

coral - el coral

boa constrictor - la boa

lizards - el lagarto

turtles - la tortuga

snake - culebra (vibora)

7. Insects - Insectos

Parts of the body - Partes del Cuerpo

head - cabeza

throat - el pescuezo

wings - las alas

stomach - el estómago

legs - las patas

Useful insects - Insectos útiles

bee - abeja

Harmful insects - Insectos Ponzonosos

Fly - la mosca

mosquito - el mosco

wasp - la avizpa

8. Vertebrate and invertebrate - Vertebrados e invertebrados

9. Pets - Animales Domesticados
dogs - el perro
cat - el gato
bird - el pájaro
fish - el pez
goldfish - la carpa

10. Things that go on land - Cosas que caminan por la tierra

car - le carro
truck - el camión
bicycle - la bicicleta
scooter - el patín del diablo
tractor - el tractor
bus - autobus (el)
sleigh - el trineo

Things that go by air - Cosas que andan por el aire

airplane - el avión
jet - avion de chorro (el)
helicopter - el helicóptero

Things that go by water - Cosas que se mueven en el agua

boat - barco
sailboat - bote de vela
canoe - canoa
motorboat - lancha de motor

Mathematical Concepts	Conceptos Matematicos
I. Teaching size	I. Enseñanza de tamaño
A. Vocabulary	A. Vocabulario
1. big	1. grande
2. little	2. chico
3. medium	3. mediano
4. long	4. largo
5. short	5. corto
II. Teaching quantity	II. Enseñanza de cantidad
A. Vocabulary	A. Vocabulario
1. more	1. más
2. less	2. menos
3. few	3. poco
4. many, much	4. mucho
5. nothing, none	5. nada
III. Teaching geometrical shapes	III. Enseñanza de formas geométricas
A. Vocabulary	A. Vocabulario
1. square	1. cuadro, cuadrado
2. circle	2. círculo
3. rectangle	3. rectángulo
4. triangle	4. triángulo
5. oval	5. óvalo
6. line	6. linea
IV. Teaching numerical order	IV. Enseñanza de los números en seria consecutiva
A. Vocabulary	A. Vocubulario
1. one	1. uno
2. two	2. dos
3. three	3. tres
4. four	4. cuatro
5. five	5. cinco
6. six	6. seis
7. seven	7. siete
8. eight	8. ocho
9. nine	9. nueve
10. ten	10. diez
11. to count	11. contar
12. number	12. número
V. Teaching place value	V. La enseñanza del valor de posición
A. Vocabulary	A. Vocabulario
1. ones	1. unidades
2. tens	2. centenas
3. hundreds	3. decenas
4. place value	4. valor de posición
5. digits	5. dígitos

MATEMATICAS

VI. Objectivo

Ampliar y mejorar los conocimientos del niño respecto a la matematicas.

A. Vocabulario

sumar - add
restar - subtract
mas o menos - greater than - less than
ordinacion de numeros - number order
ordinales y cardinales - ordinal and cardinal numbers
medidas - measurements
horas - hours
unidad monetaria - money
clasificación - classification
serias de dos en dos - counting by 2's
números decimales - place value
propiedad asociativa de adición - associative property of addition
linea recta - number line
tablas númericas - addition tables

VII. Objectivo

Ampliar las destrezas de la lectura por medio del conocimiento fe las vocales.

A. Vocabulario

vocales - vowels
consonantes - consonants
sílabas - syllables
palabras - words
frases - phrases
oraciones - sentences
rimas - rhymes

SCIENCE

VIII. Teaching the names of the parts of the body	VIII. Enseñanza del esquema corporal
A. Vocabulary	A. Vocabulario
1. head	1. cabeza
2. neck	2. cuello
3. body, trunk	3. cuerpo, tronco
4. arms	4. brazos
5. legs	5. piernas
6. hands	6. manos
7. feet	7. pies

IX. Teaching the seasons of the year	IX. Enseñanza del cambio de las estaciones del ano
A. Vocabulary	A. Vocabulario
1. spring	1. primavera
2. summer	2. verano
3. autumn	3. otono
4. winter	4. invierno
5. cold	5. frío
6. heat	6. calor
7. wind	7. viento
8. snow	8. nieve
9. rain	9. lluvia
10. leaves	10. hojas

X. Teaching the parts of the body	X. Enseñanza del esquema corporal
A. Vocabulary	A. Vocabulario
1. shoulders	1. hombros
2. elbow	2. codo
3. fingers	3. dedos
4. knee	4. rodilla
5. toes	5. dedos de los pies
6. eyes	6. ojos
7. nose	7. naríz
8. mouth - lips	8. boca - labios
9. ears	9. orejas
10. hair	10. cabello - pelo
11. chest	11. pecho
12. back	12. espalda
13. wrist	13. muñeca
14. ankle	14. tobillo
15. heel	15. talón
16. stomach	16. estómago
17. chin	17. barba

XI. Teaching Children about Pets and Domestic Animals	XI. Ampliar y Mejorar los Conocimientos del Niño Respecto a los Animales Mimados y Domesticos
A. Vocabulary	A. Vocabulario
1. dog	1. perro
2. cat	2. gato
3. bird	3. pájaro
4. cow	4. vaca
5. horse	5. caballo
6. mare	6. yegua
7. duck	7. pato/a
8. hen	8. gallina
9. chicks	9. pollitos
10. rooster	10. gallo
11. pig	11. cerdo/cochi
12. rabbit	12. conejo

XII. Teaching About Wild Animals	XII. Conociemiento de los Animales Salvajes
A. Vocabulary	A. Vocabulario
1. elephant	1. el elefante
2. monkey	2. el chango/mono
3. lion	3. el león
4. tiger	4. el tigre
5. giraffe	5. la jirafa
6. hippopotamus	6. el hipopótamos
7. zebra	7. la cebra
8. bear	8. el oso
9. leopard	9. el leopardo
10. anteater	10. el oso hormiguero
11. kangaroo	11. el canguro
12. camel	12. el camello

XIII. Teaching About Plants and Their Care	XIII. Ampliar y Mejorar El Conocimiento a Las Partes y El Cuidado de las Plantas
A. Vocabulary	A. Vocabulario
1. leaves	1. hojas
2. flowers	2. flor -es
3. fruit	3. fruto - fruta
4. tree	4. árbol
5. bush	5. arbusto
6. trunk	6. tronco
7. roots	7. raíces
8. water	8. agua
9. sunlight	9. luz del sol
10. soil	10. tierra

XIV. Teaching the 4 Basic Food Groups	XIV. Ampliar El Conocimiento Del Niño en Respecto a Los 4 Basicos de Alimentacion
A. Vocabulary	A. Vocabulario
1. meat, fish and poultry	1. carnes, mariscos y aves comestibles
2. dairy products	2. productos de leche
3. fruits & vegetables	3. frutas y verduras (legumbres)
4. wheat & cereals	4. trigo, cereales y harinas
5. foods	5. alimentos
6. menu	6. menú
7. good nutrition	7. buena nutrición
8. healthy	8. saludable

Social Studies & Language Arts Skills	Ciencias Sociales
XV. Teaching Good Manners	**XV. Habitos de cortesía**
A. Vocabulary	A. Vocabulario
1. thank you	1. gracias
2. you're welcome	2. de nada
3. good morning	3. buenos dias
4. good afternoon	4. buenas tardes
5. good evening, good night	5. buenas noches
6. please	6. por favor
7. pardon me	7. disculpe
8. excuse me	8. con permiso
9. please come in	9. pase usted
10. Bless you (when someone sneezes	10. salud
11. good-bye	11. adios
XVI. Teaching Children Responsibility	**XVI. Desarollo del sentido de responsabilidad**
A. Vocabulary	A. Vocabulario
1. to help	1. ayudar
2. to work	2. trabajar
3. task	3. tarea
4. assigned chores	4. comisiones de tarea
5. share	5. compartir
XVII. Community Helpers	**XVII. Amplear El Conocimiento Del Trabajo de las Personas Que Trabajan en la Comunidad**
A. Vocabulary	A. Vocabulario
1. fireman	1. el bombero
2. policeman	2. el policía
3. mailman	3. el cartero
4. doctor	4. el doctor
5. teacher	5. el profesor, maestro/a
6. dentist	6. el dentista
7. nurse	7. la enfermera
XVIII. Transportation	**XVIII. Ensenanza de los Tipos de Transportación**
A. Vocabulary	A. Vocabulario
1. car	1. el carro, el coche
2. train	2. el tren
3. airplane	3. el avión
4. bus	4. el camión
5. bicycle	5. la bicicleta
6; boat, ship	6. el barco
7. to sail	7. navegar
8. highway	8. carretera, camino
9. railroad tracks	9. los rieles
10. air, sky	10. el aire, el cíelo
11. tire	11. la llanta
12. to fly	12. volar
13. to travel	13. viajar

XIX. Teaching the Child About the Family Unit

A. Vocabulary
   1. family
   2. mother
   3. father
   4. parents
   5. brother
   6. sister
   7. baby
   8. grandfather
   9. grandmother
   10. uncle
   11. aunt
   12. cousins
   13. relatives
   14. godfather
   15. godmother

XX. Acquainting the Child with the School Neighborhood

A. Vocabulary
   1. backyard
   2. neighbor
   3. school
   4. church
   5. store
   6. street
   7. alley
   8. avenue
   9. park
   10. neighborhood pool

XXI. Teaching the skill of making up words by connecting syllables.

A. Vocabulary
   1. syllable
   2. word
   3. vowel
   4. consonant

XXII. Music, Art & Literature

A. Vocabulary
   1. music
   2. song
   3. rhythm
   4. instrument

XIX. Ampliar y Mejorar los Conocimientos del Niño Respecto a la Familia

A. Vocabulario
   1. familia
   2. mamá - la madre
   3. papá - el padre
   4. los padres
   5. el hermano
   6. la hermana
   7. el bebé - nene
   8. el abuelo - tata
   9. la abuela - nana
   10. el tío - (los tios -
   11. la tia - as a couple)
   12. parientes
   13. padrino
   14. madrira

XX. Familiarizar al Niño con la Vecindad Escolar

A. Vocabulario
   1. corral, patio
   2. vecino
   3. escuela
   4. iglesia
   5. tienda, mercado
   6. calle
   7. callejón
   8. avenida
   9. parque
   10. alberca pública

XXI. La ensenanza de hacer palabras por la union de sílabas

A. Vocabulario
   1. sílaba
   2. palabra
   3. vocal
   4. consonante

XXII. La Música, el Arte y Literatura

A. Vocabulario
   1. música
   2. canción
   3. ritmo
   4. instrumento

XXIII. Literature	XXIII. La Literatura
A. Vocabulary	A. Vocabulario
1. story	1. cuento
2. fable	2. fábula
3. myth	3. mito
4. legend	4. leyenda
5. moral	5. moraleja
6. dramatize, play act	6. dramatizar, escenificar
XXIV. Exposing the Child to Music Through Dance	XXIV. La Enseñanza del Baile
A. Vocabulary	A. Vocabulario
1. steps	1. pasos
2. dance	2. baile
3. partner	3. companero
4. circle	4. circulo
5. round	5. ronda
-. repeat	6. repetir

GLOSSARY - DICCIONARIO

TERMS FOR THE CLASSROOM - TERMINOS PARA USO EN EL SALÓN DE CLASE

chalkboard - el pizarrón

classroom - el salón de clase (la sala de clase)

teacher - la profesora, el profesor (la maestra, el maestro)

pencil (s) - el lápiz, los lápices

chalk - el giz, la tiza

clay - la plastilina

crayons - los colores

color, paint - pinte, pinten

draw - dibuje, dibujen

note - un aviso, una nota

pencil sharpener - el sacapuntas

lunch ticket - el boleto para la comida

screen- la pantalla

homework - la tarea

water fountain - la fuente

cooler - el ventilador

heater - el calentón

sink - el lavamanos

desk - el escritorio

chair - la silla

rocking chair - la paltrona, la mesedora

cabinet - el gabinete

window - la ventana

venetian blinds - las venecianas

clock - el reloj

eraser - el borrador

door - la puerta

projector - el proyector

wall - la pared

electrical outlet - el enchufe

record player - toca discos (el)

paste - la goma

sheet of paper - la hoja de papel

cut and paste - cortar y pegar

scissors - las tijeras

can - el bote

wastebasket - bote de la basura

piano - el piano

library - la biblioteca

bookcase - el librero

book - el libro

picture - el retrato

painting - la pintura

brushes - las brochas

rug - [illegible] alfombra

dust [illegible] sacudir

flag - la bandera

alphabet - el abecedario

tape recorder - grabadora

tape - cinta

ruler - regla

recess time - hora de recreo

read - lee

write - escribe

line - renglón

phrase - frase

sentence - oración completa

period - punto

take roll - pasar lista

"We are going to see a movie."- "Vamos a ver una película."

"I am going to tell you a story." - "Les voy a contar un cuento."

"Make a straight line." - "Hagan una linea recta (derecha)."

"Erase the chalkboard." - "Borre el pizarrón."

"Sharpen the pencil." - "Sáquele punta al lápiz."

"Share." - "Compartan."

"Take turns." - "Tomen turnos."

"Don't fight." - "No peléen."

"Behave." - "Pórtense bien."

"One at a time." - " Uno a la vez."

"Don't bite the pencils." - "No muerdan los lápices."

"Be quiet." - "Cállense."

"Turn the lights off." - "Apague las luces."

"Turn the lights on." - "Prenda las luces."

"Pass out the paper." - "Pase el papel."

"Get ready to leave." - "Alístense para salir."

"Go to the chalkboard." - "Pase al pizarrón."

"Throw your gum in the wastebasket." - "Tire el chicle en el bote de la basura."

"Hang your coat on the hook." - "Cuelgue su abrigo en el gancho."

"Hang your coat up on the back of the chair." - "Cuelgue su abrigo en el respaldo de la silla."

"Plug in the record player." - Enchufe el tocadiscos."

"Come in." - "Pasen."

"Get in line." - "Fórmese." "Fórmense."

"Sit down." - "Siéntese." "Siéntense."

"Stand to salute the flag." - "Párense para saludar la bandera."

"Put your head down." - "Baje (bajen) la cabeza."

"Who has lunch money?" - "¿Quién tiene dinero para la comida?"

"Who has milk money?" - "¿Quién trae dinero para la leche?"

"Close the door?" - "Cierre la puerta."

"Open the door." - "Abra la puerta."

"Put your things away." - "Guarden sus cosas."

"Pick up your papers." - "Recojan los papeles."

"Clean your cubbies." - "Limpien sus casilleros."

"Take your papers home." - "Llévense sus papeles a casa."

Bathroom - baño (privado)

"May I go to the bathroom?" - "¿Puedo ir al baño (privado)?"

"Flush the toilet." - "Suelte el agua del escusado."

"Wash our hands with soap." - "Lávese las manos con agua y jabon."

PREGUNTAS PARA USAR EN LA CLASE

¿Cantidad?

1. Haga Ud. una lista de todo ______________
2. Haga Ud. una lista de tantos (tantas) ________________ como pueda.
3. ¿Cuántas maneras puede Ud. pensar de ________________

¿Reorganización?

1. ¿Qué pasaría si ______________ fuera la verdad?
2. Suponga que ______________(pasó), ¿qué sería la consecuencia?
3. ¿Qué pasaría si no hubiera (fuera) ____________________?

¿Suposiciones?

1. Suponga Ud. que pudiera tener cualquier cosa en ayudarse con eso. ¿cuáles ideas tendría Ud. si esto fuera la verdad?
2. Ud. puede tener todo ______________ del mundo. ¿Cómo lo usaría a ____________.
3. Tiene Ud. el poder de ____________. ¿Cómo lo usaría?

¿Punto de Vista?

1. ¿Cómo se vería eso a ______________?
2. ¿Qué significa _______________ del punto de vista de _______________
3. ¿Qué opinión tendría (tendrían) _______________ de eso?

¿Embrollamiento?

1. ¿Cómo se sentiría Ud. si fuera ___________________?
2. Si Ud. fuera ___________________, ¿qué (vería, saborearía, olería, se tentaría)?
3. Ud. es ___________________. Describe Ud. cómo se siente?

¿Asociaciones Forzadas?

1. ¿Cómo se parecen ______________ a ____________________?
2. Tome Ud. ideas de ________________ para mejorar ____________________.
3. Yo no más sé de __________________. Explícame _________________.

De: Preguntas Para la Clase:
¿Qué Tipos? por M. Sanders

EL ARTE DE PREGUNTAR

1. Memoria: reconocer o recordar información dada en el pasaje. Sanders distingue cuatro clases de ideas sobre la memoria del pensamiento.

    a) datos:
    - ¿Quién?
    - ¿Cuándo?
    - ¿Cuántos?
    - ¿Qué son ________?

    b) definiciones de términos usados, o tal vez explicados, del texto:
    - ¿Qué quiere decir ____________?
    - ¿Qué significado se entiende para ____________?
    - Define ________________.
    - Explica el significado de ________________.

    c) generalizaciones -reconocer características comunes de un grupo de ideas o cosas:
    - ¿Cuáles eventos se conjueron a ______________?
    - ¿En cuáles tres maneras ____________ se parecen a ______________?
    - ¿Cómo se efectuan (causan) ____________ y ______________?

    d) valores - discernimiento de calidad:
    - ¿Qué se dice de ____________? ¿Está Ud. de acuerdo?
    - ¿Qué tipo de muchacho era ____________?
    - ¿Qué hizo ____________ que no haría Ud.?

2. Traducciones: expresar las ideas en formas o términos distintos

    - Dígame en sus propias palabras ¿cómo ______________?
    - ¿Qué tipo de dibujo haría Ud. para ilustrar ____________
    - ¿Cómo podremos decir ______________ en otras palabras?
    - ¿Podremos escribir una representación para contar este cuento?
    ¿Cómo lo haremos?
    - ¿Qué quiere decir un escritor con la expresión ____________?
    - Escribe Ud. un cuento fingiendo que Ud. es ____________.

3. Interpretación: tratar de ver las relaciones entre los datos, las generalizaciones, los valores, etc. Sanders reconoce varios tipos de interpretaciones.

    a) comparativa -¿son las ideas iguales, opuestas, distintas, o relacionadas?
    - ¿Cómo se parecen ____________ y ____________?
    - ¿Es ________ igual que __________? ¿Por qué no?
    - ¿Cuáles tres ____________ se parecen más a ____________?
    - Compare Ud. ____________ con ____________ en ____________.

b) implicaciones - conseguir una idea lo cual depende en la evidencia presentada en la lectura
- -¿A qué se dirigen ____________ y ______________?
- -¿Qué justificación da el autor para _______________?
- -Si sigue _______________ a ________________, ¿qué sucedería?
- -¿Qué sucedería si _____________________?

c) inductiva - aplicar una generalización a un grupo de datos conocidos
- -En el cuento, ¿cuáles datos soportan la idea que ____________?
- -¿Qué quiere decir el autor con ______________?
- -Qué le dice a Vd. la conducta de ________________?
- -¿Cuáles eventos si dirigieron a ______________? ¿Por qué?

d) cuantitiva - usar varios datos para llegar a una conclusión
- -¿Por cuánto aumentó (aumentaron) ______________?
- -¿Qué se concluye de la tabla, el diagrama, etc?
- -¿Cuántas veces _________________? Luego, ¿qué pasó?
- -Haga Vd. una lista de las causas de ________________.

e) causa y efecto - reconocer los eventos que se conducen a un acontecimiento
- -¿Por qué __________________ el muchacho?
- -¿Cómo causó el muchacho que __________________?
- -¿Cuáles dos cosas se condujeron a que _______________________?
- -Cuando la muchacha ________________, ¿qué tenía que suceder?
- -¿Por qué _____________________ sucedió?

4. Aplicación: resolver un problema que requiere el uso de generalizaciones, datos, valores y otros tipos apropriados del pensamiento

- -¿Cómo se puede mostrar que se necesita un policía de tránsito en la cruzada al sur de la escuela?
- -Si se quiere criar animalitos en la clase, ¿qué planes se necesitan?
- -Por unos días Juan ha estado enfermo. ¿Qué haríamos para ayudarle durante su enfermedad? ¿Para mostrarle que pensamos en él?

5. Analisis: reconocer y aplicar la lógica para solucionar un problema - analizar el razonamiento

- -Discute Ud lo siguiente: Todos los maestros son amables y amistosos.
- -Algunas personas creen que los muchachos corren más rápido que las muchachas.
- -Una vez un perro le mordió a Juan. Ahora A Juan no le gusta ningún perro. ¿Tiene razón Juan sentirse así, o no? ¿Por qué?

6. Síntesis: usar el pensamiento original creativo para resolver un problema

-¿Cuáles otros títulos puede Ud. dar a este cuento?
-¿Con qué otra conclusión puede terminar este cuento?
-Si Juan no ____________________, ¿qué podría haber pasado?
-Suponga que Ud. es fabricante de lápices y que quiere producir un lápiz mejor. Di lo que haría Ud.

7. Evaluación: hacer una opinión basada en criterio definido

-¿Le gustó a Ud. el cuento de ______________? ¿Por qué?
-En ests cuento, ¿qué piensa Ud. de ______________?
-¿Está Ud. de acuerdo con sus acciones?
-En el texto, el autor nos dice que ________________ se sentía ______________.
-¿Es hecho o opinión del autor? ¿Cómo sabe Ud. eso?
-Este cuento tiene una conclusión muy feliz. ¿Deben todos los cuentos terminar felizmente? ¿Por qué no?
-Aparentemente, el autor del texto cree que los colonistas americanos tenían razón en sus acciones? ¿Está Ud. de acuerdo? ¿Qué suponga Ud. que los ingleses decían de los colonistas?
-Escribe Ud. un cuento breve de una persona favorita de la historia. Diga Ud. por qué esta persona es su favorita.

Diferentes Maneras de Decir - Bueno

Todos saben que un poco de ánimo ayuda mucho en cualquier salón de escuela, pero el dar un poco de ánimo tiene que ser más que repetir las mismas frases de siempre. Sus alumnos necesitan más que - muy bien - bien - bueno. Aquí hay unas frases que posiblemente puedan usar:

Muy bien hecho.

Muchas gracias.

¡Fantástico!

Está muy bueno.

Sigue el buen trabajo.

Todos trabajan duro.

Estás mejorando.

¡Mucho mejor!

Es un placer enseñarte cuando haces esta clase de trabajo.

¡Buen trabajo!

Qué trabajo tan ordenado.

Hoy sí te esmeraste.

Esta clase de trabajo te ha de gustar.

Felicidades. Nomás te equivocaste aquí.

Está bien.

¡Terrífico!

¡Lindo!

Has de estar orgulloso de como estás trabajando hoy.

¡Excelente!

Agradezco tu ayuda.

Muy bien. ¿Porqué no se lo enseñas a la clase?

Gracias por verte sentado y estar listo para trabajar.

¡Maravilloso!

Parece que va a ser un buen reporte.

¡Qué impresionante!

¡Vas bien!

Se ve que has puesto mucho esfuerzo en esto.

¡Qué listo!

¡Qué diestro!

Bien pensado.

¡Qué listo eres!

Esa es la respuesta correcta.

Muy bien hecho.

Muy buena observación.

Así se hacen las cosas.

Tienes razón.

Gracias por alzar la mano.

¿Carlos, qué es eso?

Ahora sí lo estás haciendo bien.

Se ve tan fácil.

Vas muy muy bien.

Eres fantástico.

¡A todo dar!

RIDDLES (ADIVINANZAS)

Es su madre tartamuda
y su padre buen cantor;
tiene el vestidito blanco
y amarillo el corazón.
(El huevo)

Si soy joven, joven quedo;
si soy viejo, quedo viejo;
tengo boca y no hablo
tengo ojos y no veo.
(El retrato)

Fui a la plaza
compré de ella
vine a mi casa
y lloré con ella.
(La cebolla)

¿Qué es aquello
que colgado en la pared
da sin tener manos
y anda sin tener pies?
(El reloj)

Siempre quietas,
siempre inquietas,
durmiendo de día
y de noche despiertas.
(Las estrellas)

Tan grande como una nuez
sube al monte y no tiene pies.
(El caracol)

En alto vive,
en alto mora,
en alto teje,
la tejedora.
(La araña)

Chiquita como un arador
y sube a la mesa del emperador.
(La sal)

Rendondito, rendondón
sin tapa ni tapón.
(El anillo)

Blanco de casa salí
en el campo enverdecí
y blanco a casa volví
¿Qué es?
(El maíz)

Tito, Tito capotito
sube al cielo y tira un grito.
(El cohete)

Una vieja larga y seca
que le escurre la manteca.
(La vela)

Lana sube
lana baja.
(La navaja)

Agua pasa por mi casa
cate de mi corazón
el que no me lo adivine
es un burro cabezón.
(Aguacate)

Hay una cosa muy clara
que al decir "te la digo"
es nombrarla.
Y sin embargo te la digo
y no lo entiendes.
(Tela)

En el campo me crié,
metida entre verdes lazos;
aquél que llora por mí,
ése me hace mil pedazos.
(La cebolla)

Oro parece
plata no es
el que no lo acierte
bien bobo es.
(Plátano)

Vuela sin alas,
silba sin boca
y no se ve ni se toca.
¿Qué es?
(El viento)

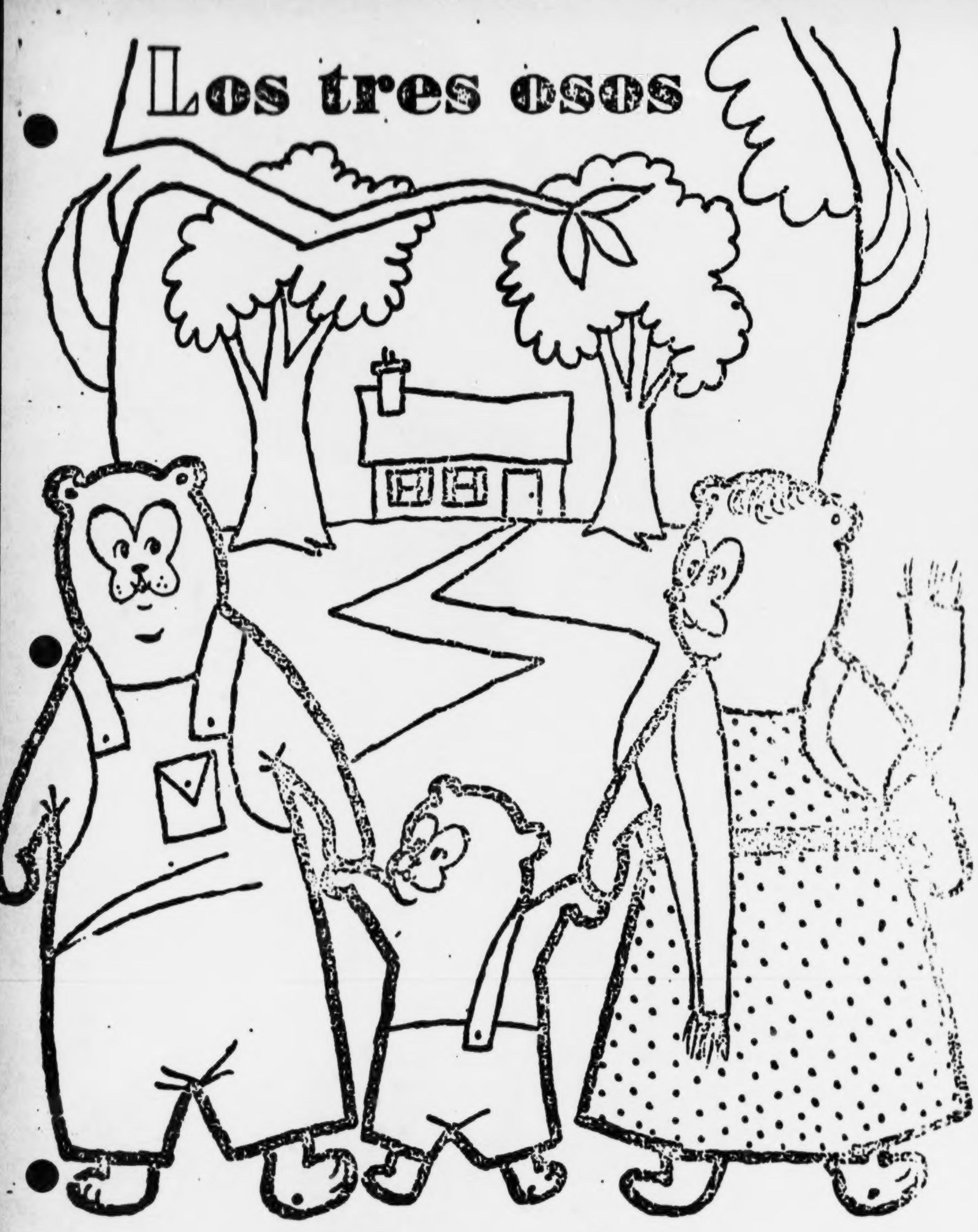
Para bailar me pongo la capa,
para bailar me la vuelvo a quitar;
no puedo bailar con la capa
y sin la capa no puedo bailar.
(El trompo)

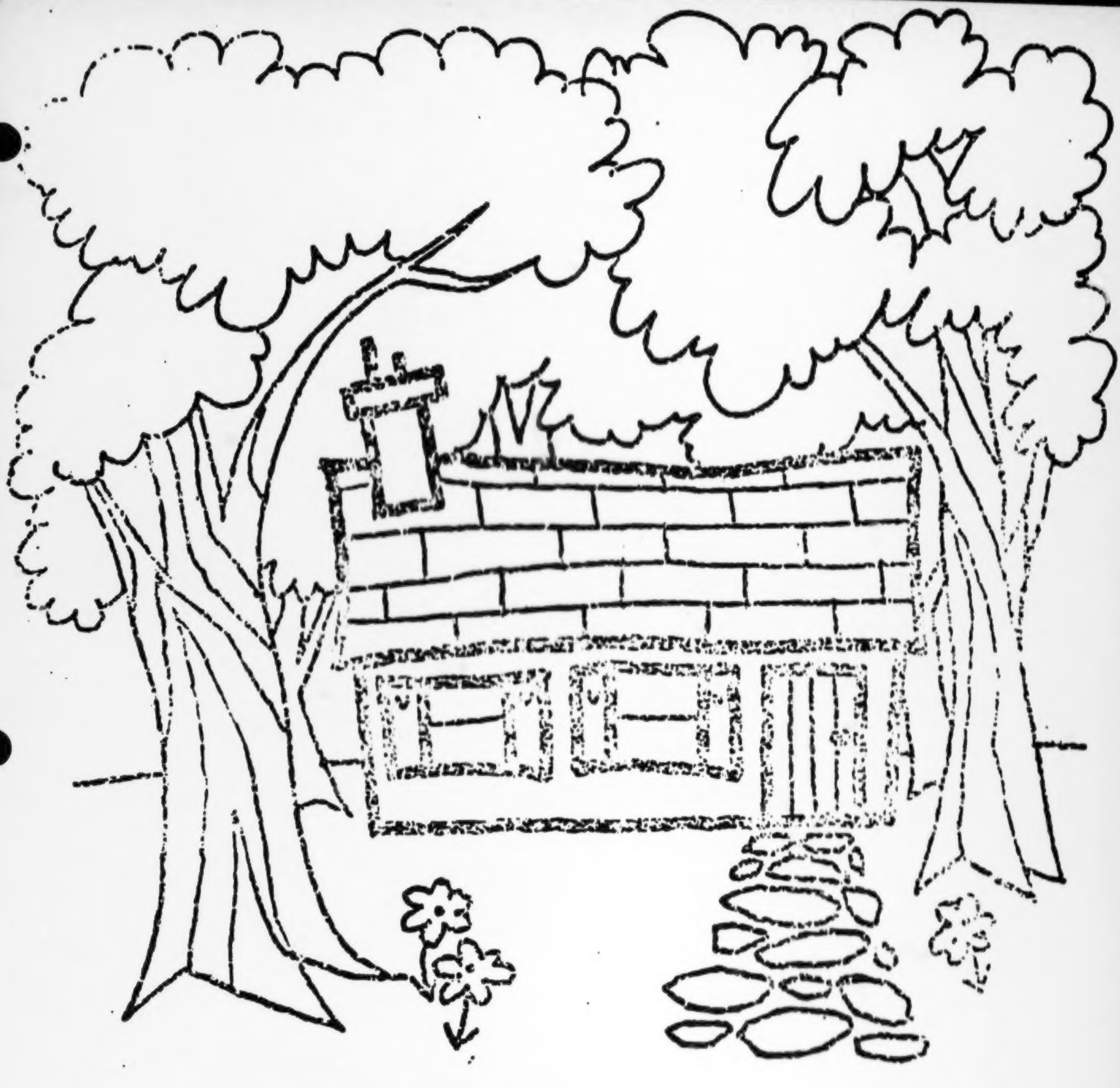
Blanco por fuera,
negro por dentro
y por una puenta
le pegan el fuego.
(El cigarro)

TONGUE-TWISTERS (TRABALENGUAS)

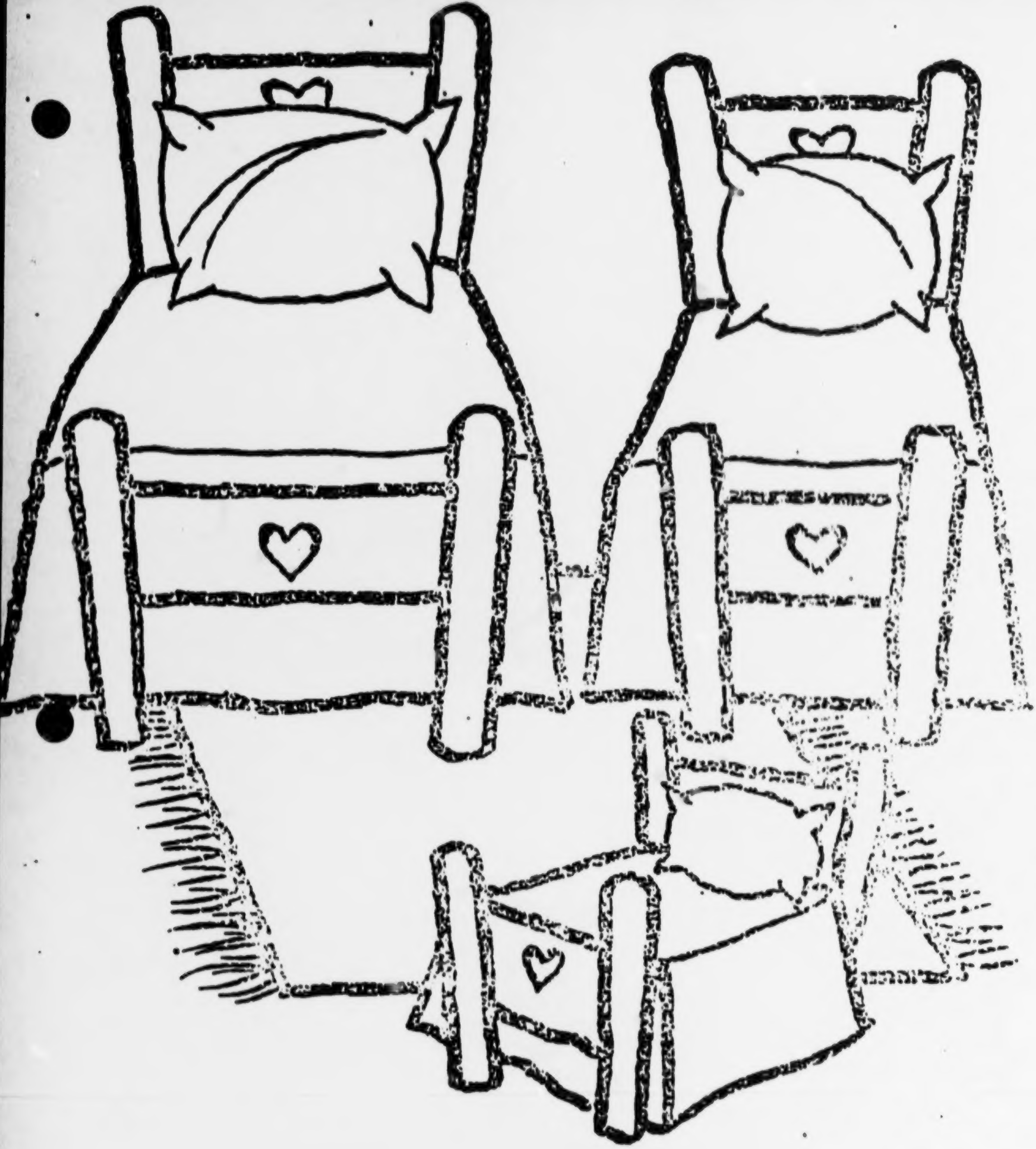
A mi me mima mi mamá.
mi mamá a mí me mima.
--0--
R con R cigarro,
R con R barril.
Rápido corren los carros,
allá en el ferrocarril.
--0--
Compadre, cómpreme un coco.
Compadre, coco no compro,
que el que poco coco come,
poco coco compra.
--0--
El rey de Constantinopla
se quiere desconstantinopolizar.
El que lo desconstantinopolizare
será un buen desconstantinopolizador.
--0--
Estando Curro en un carro
con Ezquerra y con Chicorro,
dice, "amigos yo me escurro"
y en un carro ve a Socorro
hacia el carro corre Curro.
--0--
En parte de las partes
que tú repartes,
ví que partes muy pronto
para otras partes,
yo quedo aparte,
pero si partes, me partes
de parte a parte.
--0--
Ayer un premio propuso
a Rosa Rizo, Narciso,
si aprende a rezar en ruso;
y aunque un tanto confuso,
reza en ruso Rosa Rizo.
--0--
Juan Cuinto una vez en Pinto
contó de cuentos un ciento;
y un chico dijo contento:
Cuánto cuento cuenta Cuinto.
--0--
Buscaba el bosque Francisco
un vasco bizco muy brusco
y al verlo le dijo un chusco:
busca el bosque, vasco bizco.
--0--
Pablito clavó un clavito
un clavito clavó Pablito.
--0--

Los tres osos

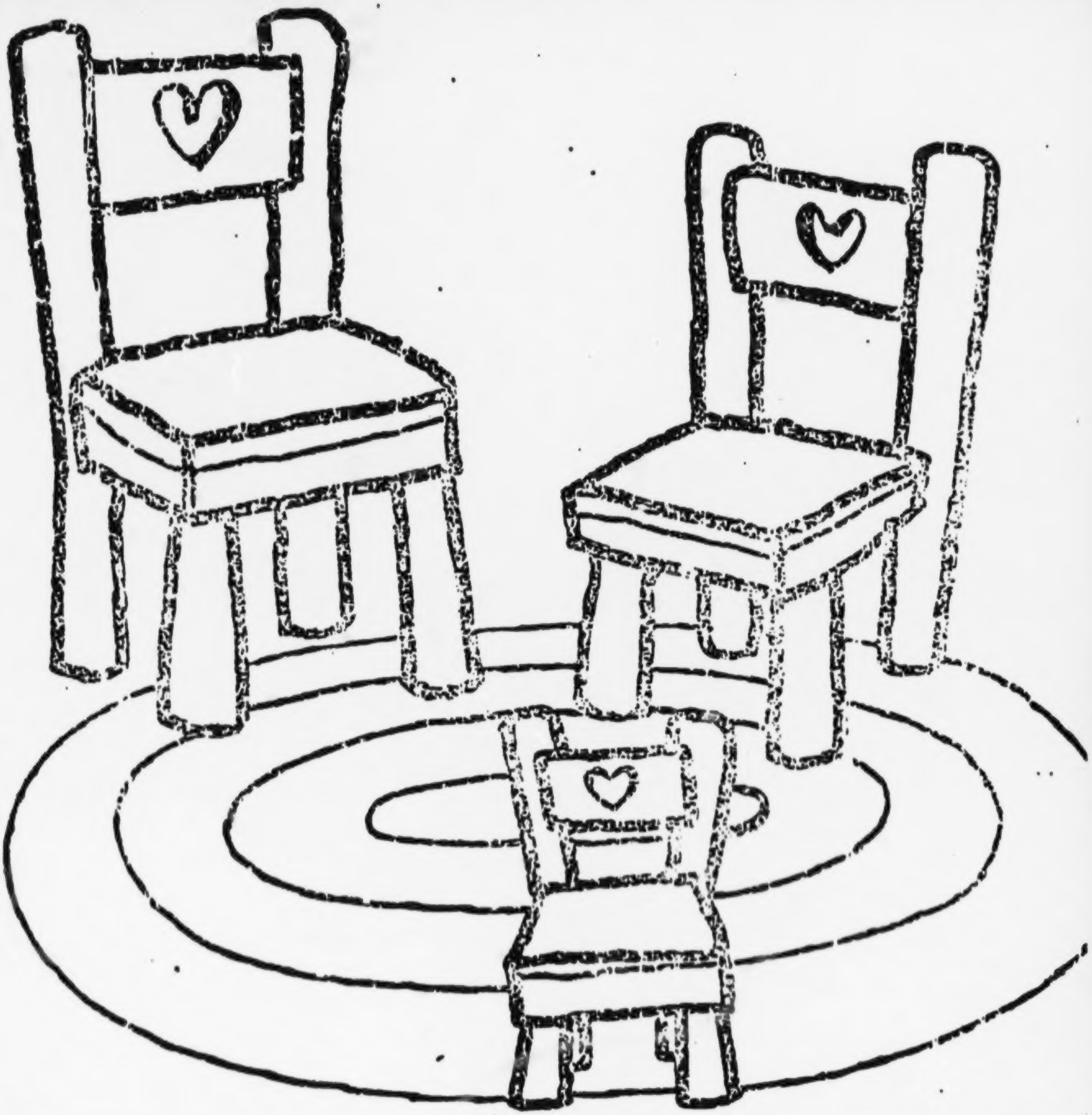




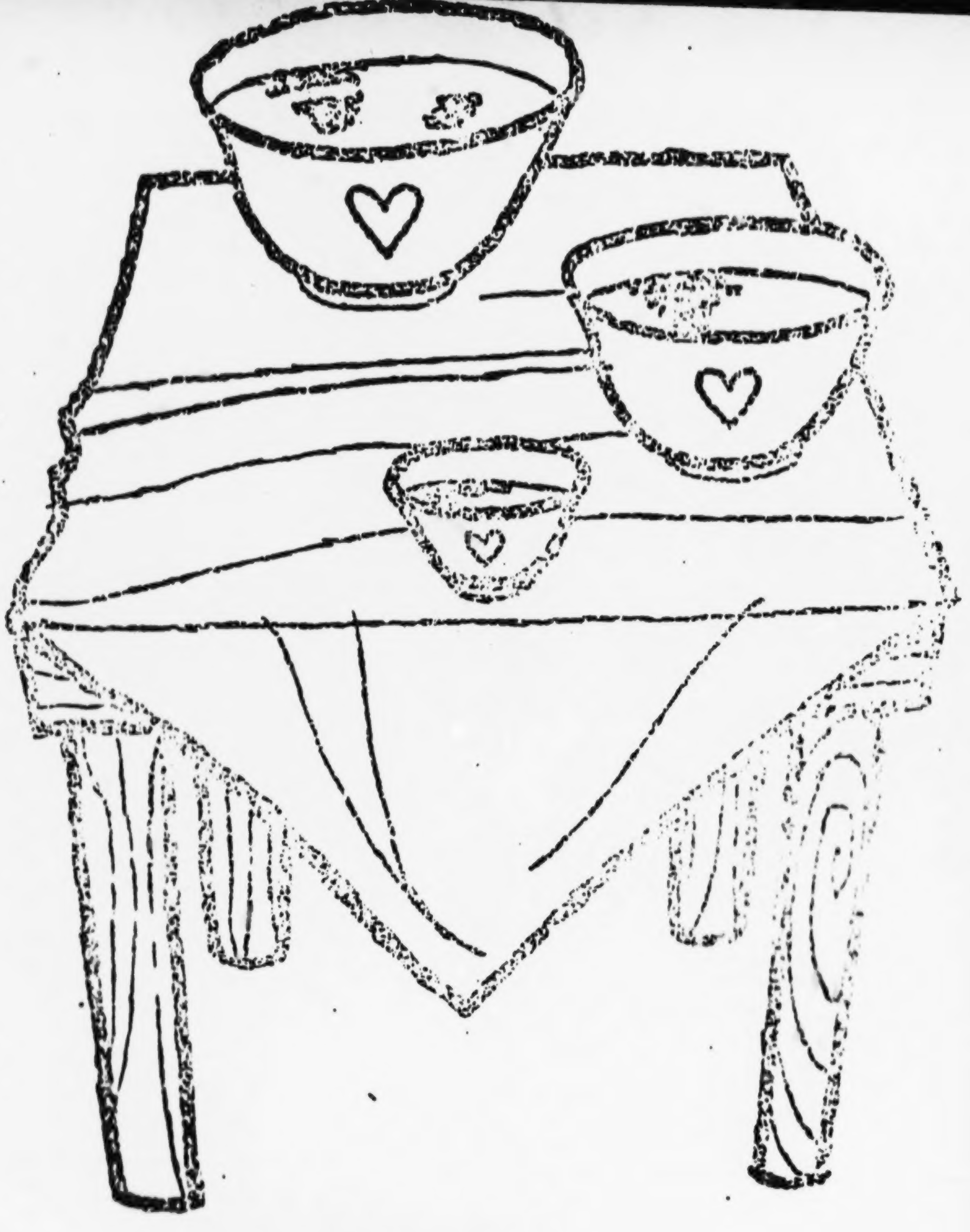
Los tres osos viven en una casa.
La casa está en el bosque.
En el bosque hay muchos árboles verdes.
La casa de los tres osos es blanca.
La chimenea es roja.
El techo es rojo también.
La puerta es verde.
Las ventanas son verdes también.



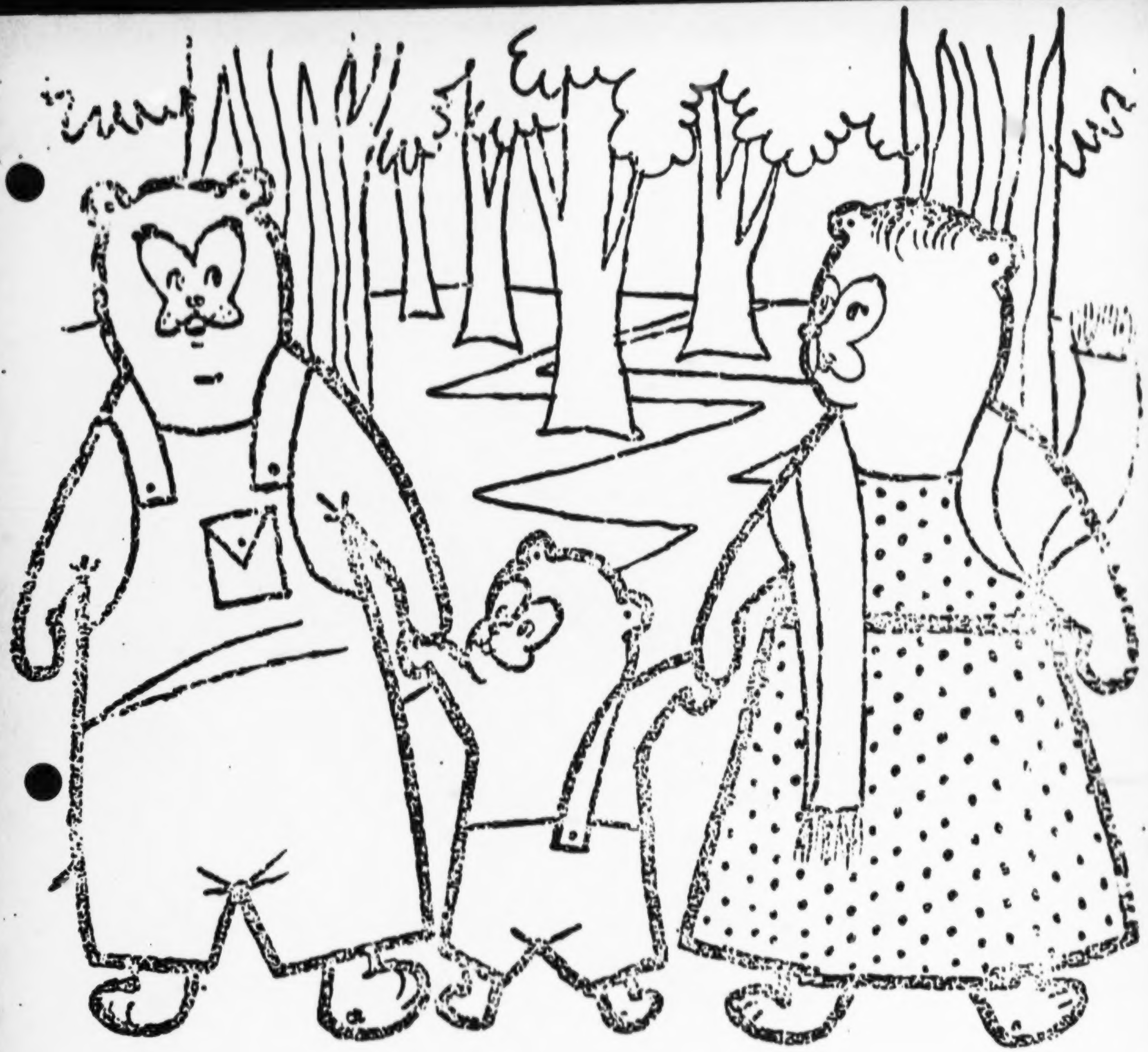
En la casa hay tres camas.
La cama grande es azul.
La cama mediana es roja.
La cama pequeña es amarilla.
La niña se duerme en la cama pequeña.



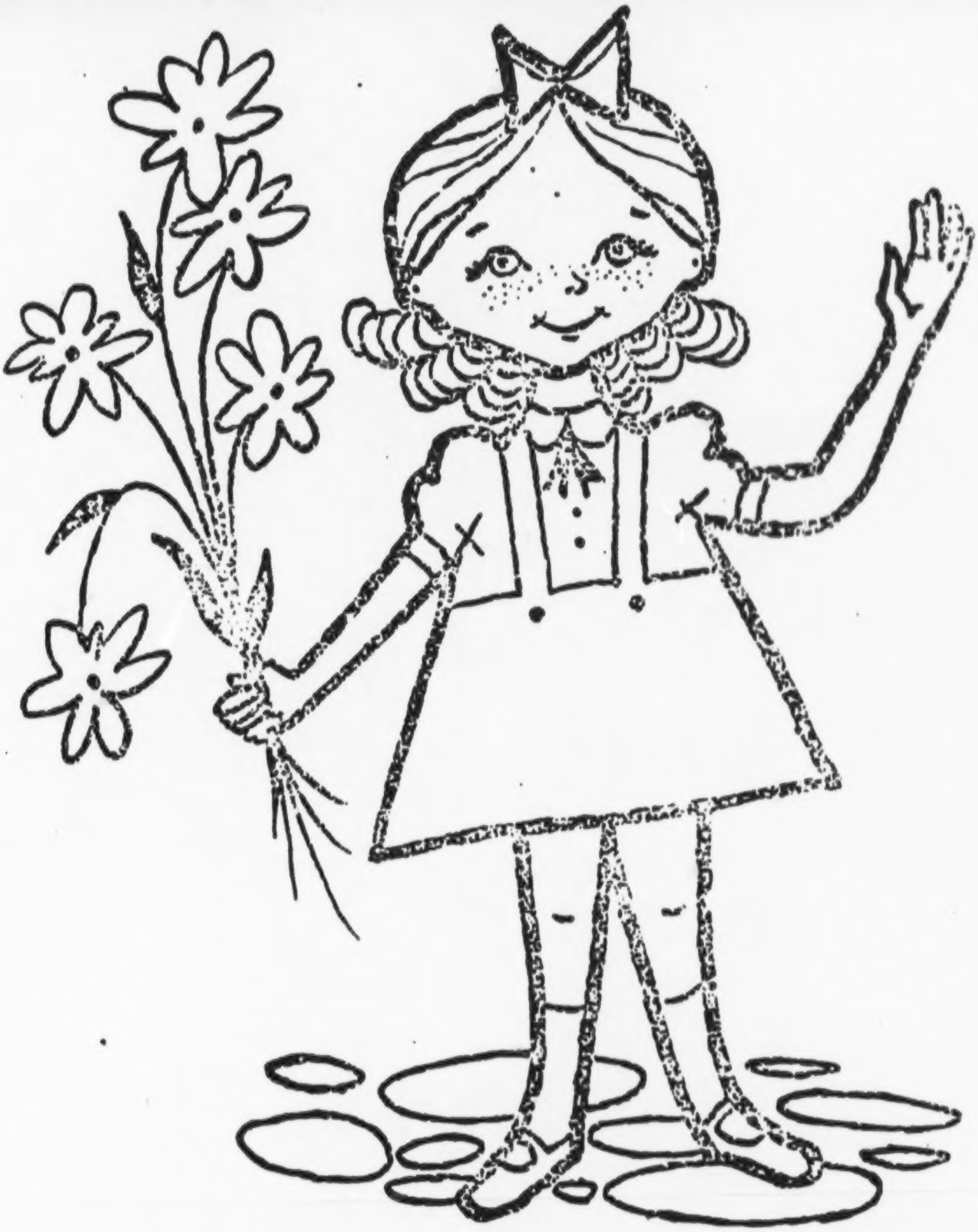
En la casa hay tres sillas.
La silla grande es azul.
La silla mediana es roja.
La silla pequeña es amarilla.
La niña se sienta en la silla pequeña.



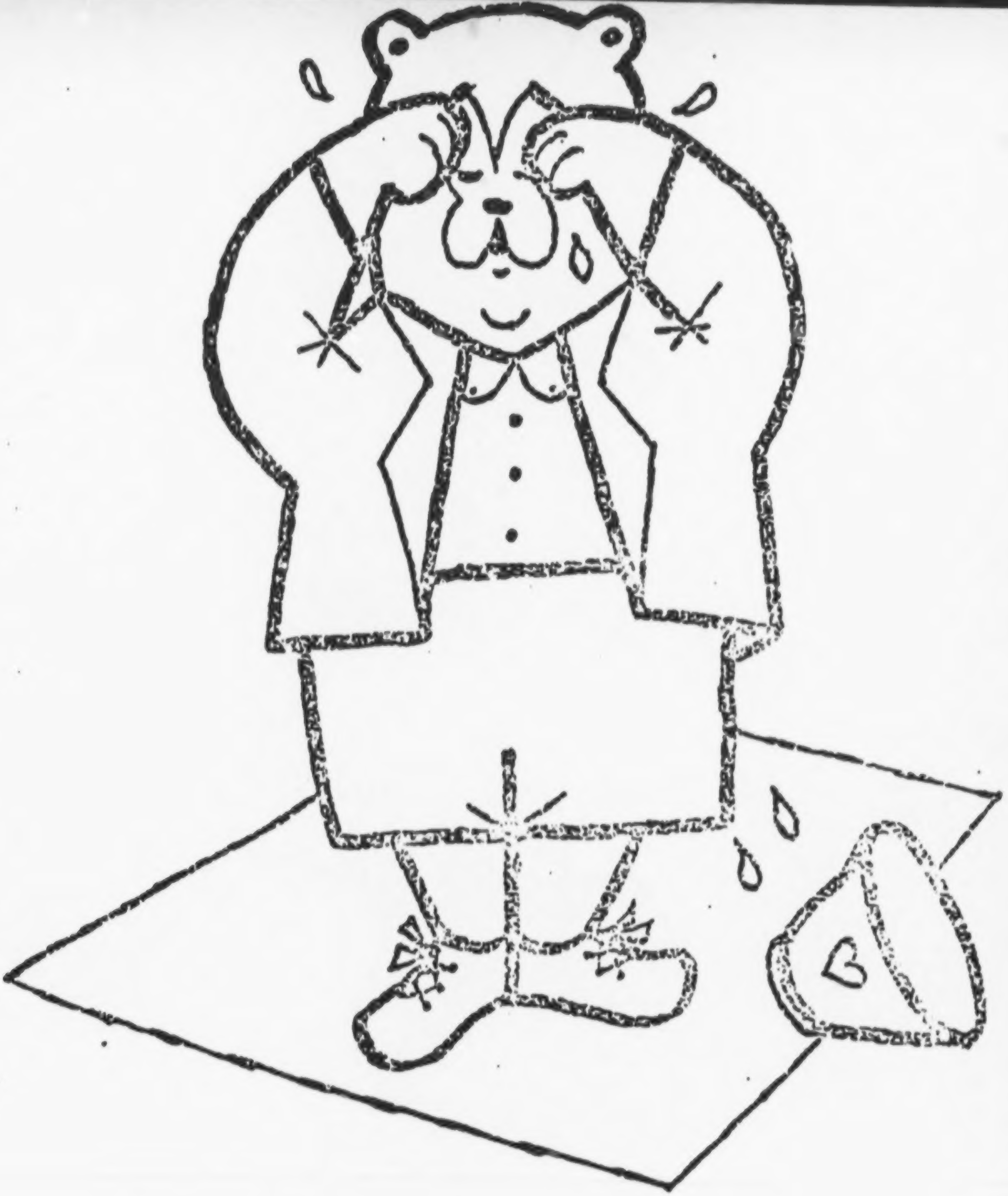
En la mesa hay tres platos.
El plato grande es azul.
El plato mediano es rojo.
El plato pequeño es amarillo.
La niña se come la sopa del oso pequeño.



Los tres osos dan un paseo por el bosque.
En el bosque hay muchos árboles.
Las hojas son verdes.
Los troncos son cafés.
El oso grande tiene pantalones azules.
El oso mediano tiene un vestido rojo.
El oso pequeño tiene pantalones amarillos.

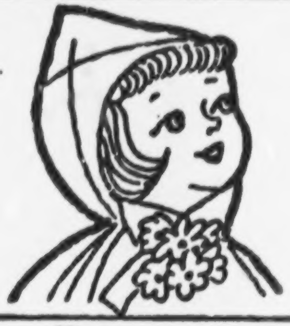
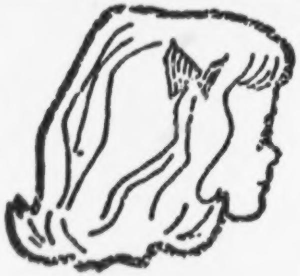
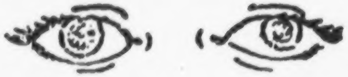
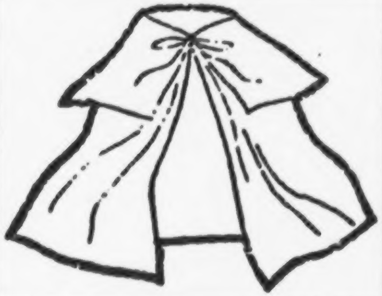
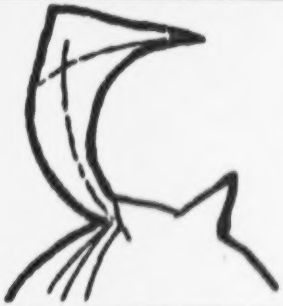
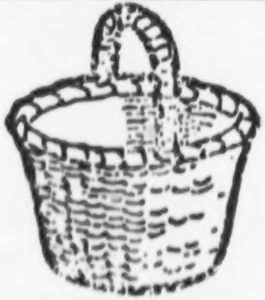
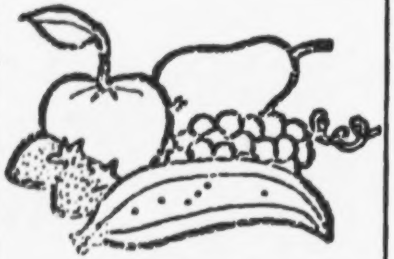
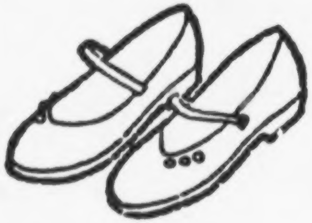
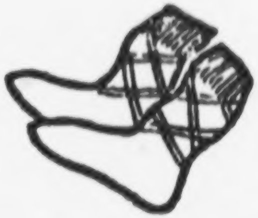
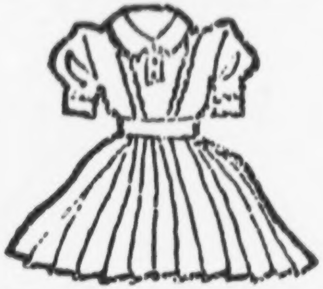
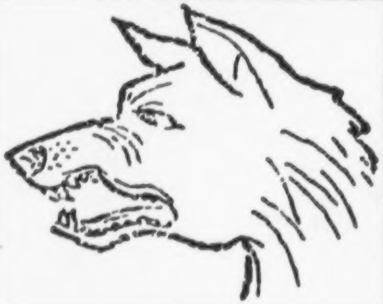
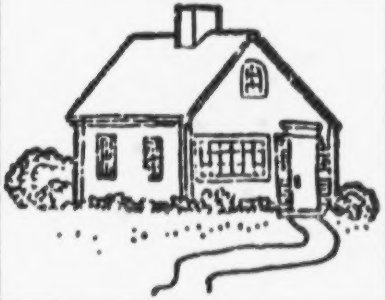
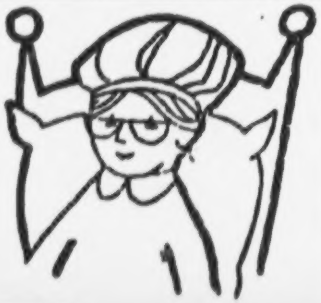
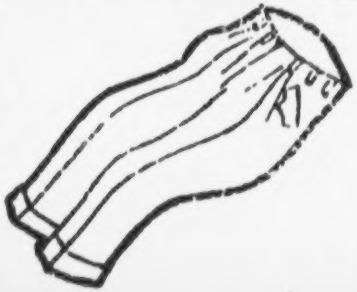
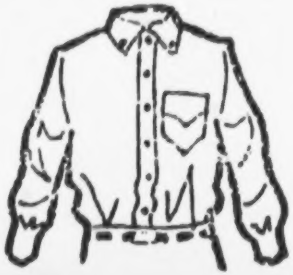
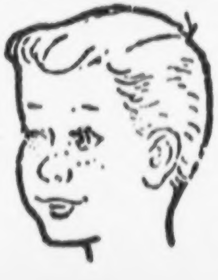


Aquí está la niña de la historia de los tres osos.
La niña tiene el pelo rubio y los ojos azules.
Tiene un moñito rojo en el pelo.
Tiene un vestido azul y blanco.
Tiene zapatos negros.
Tiene calcetines rojos.



El oso pequeño es color de café.
Tiene una chaqueta azul y una camisa blanca.
Tiene pantalones amarillos.
Tiene zapatos negros.
El oso pequeño llora.
Tiene hambre y no hay sopa en el plato pequeño.

Caperucita Roja—Primera parte

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Las palabras de la primera parte de Caperucita Roja

Caperucita Roja	el pelo	los ojos	la capa
la caperuza	la canasta	las frutas	los zapatos
los calcetines	el vestido	el lobo	la casa
la abuela	los pantalones	la camisa	la cabeza

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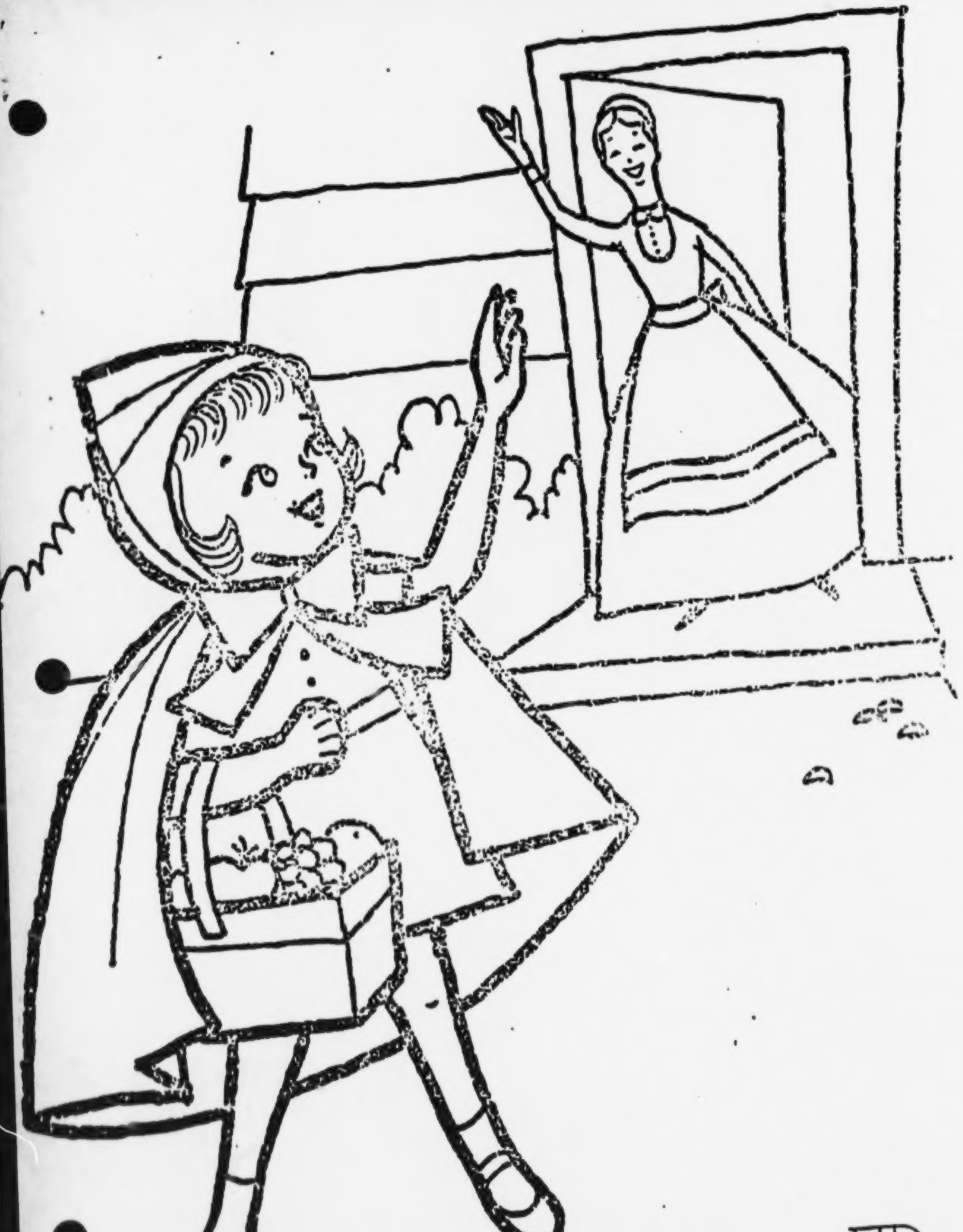
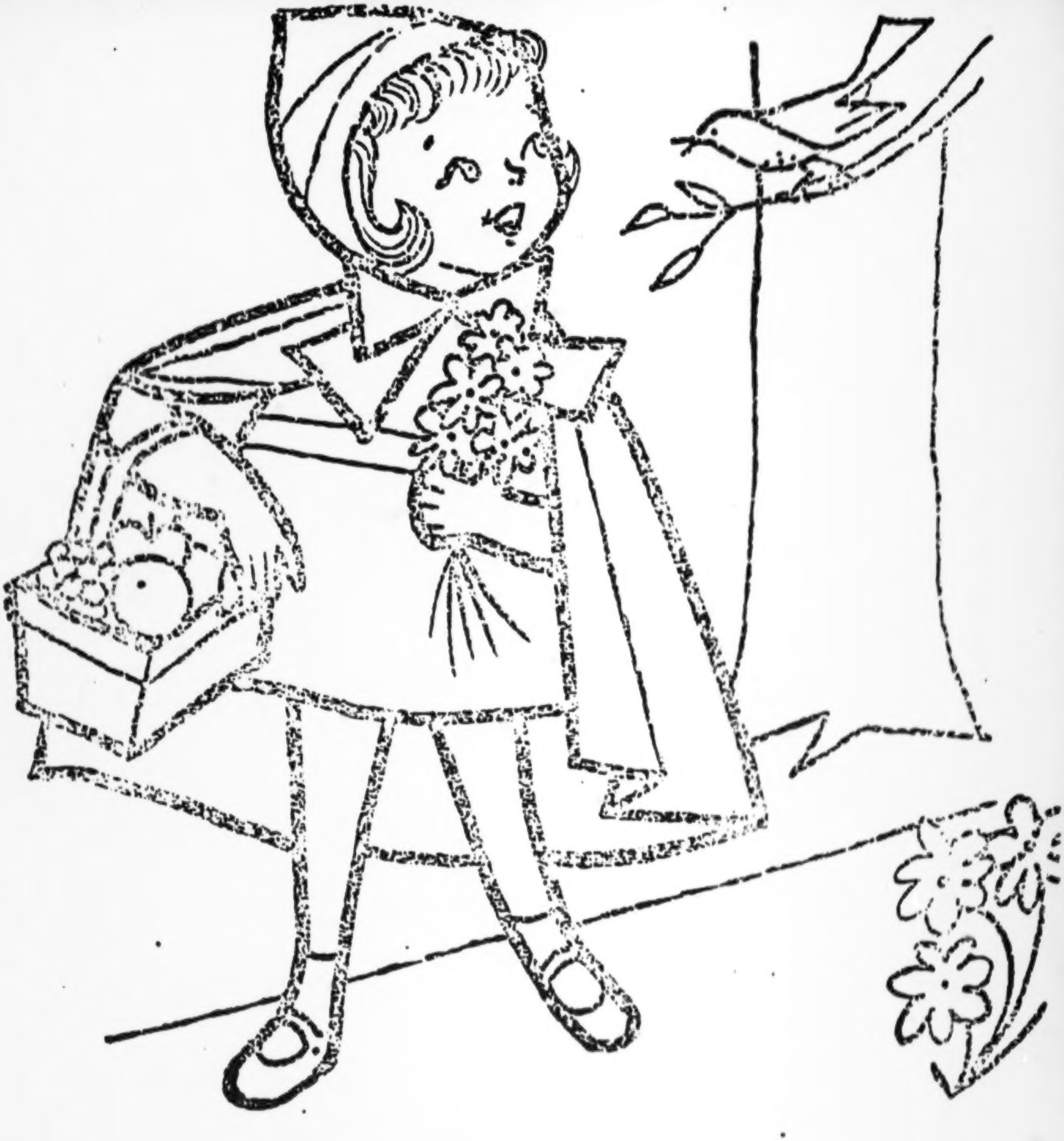
SCAMPER

The following strategies can be used in the regular classroom for asking creative questions. The letters in SCAMPER stand for the type of creative responses elicited when asking questions. The examples shown below are a result of applying this technique to "Little Red Riding Hood."

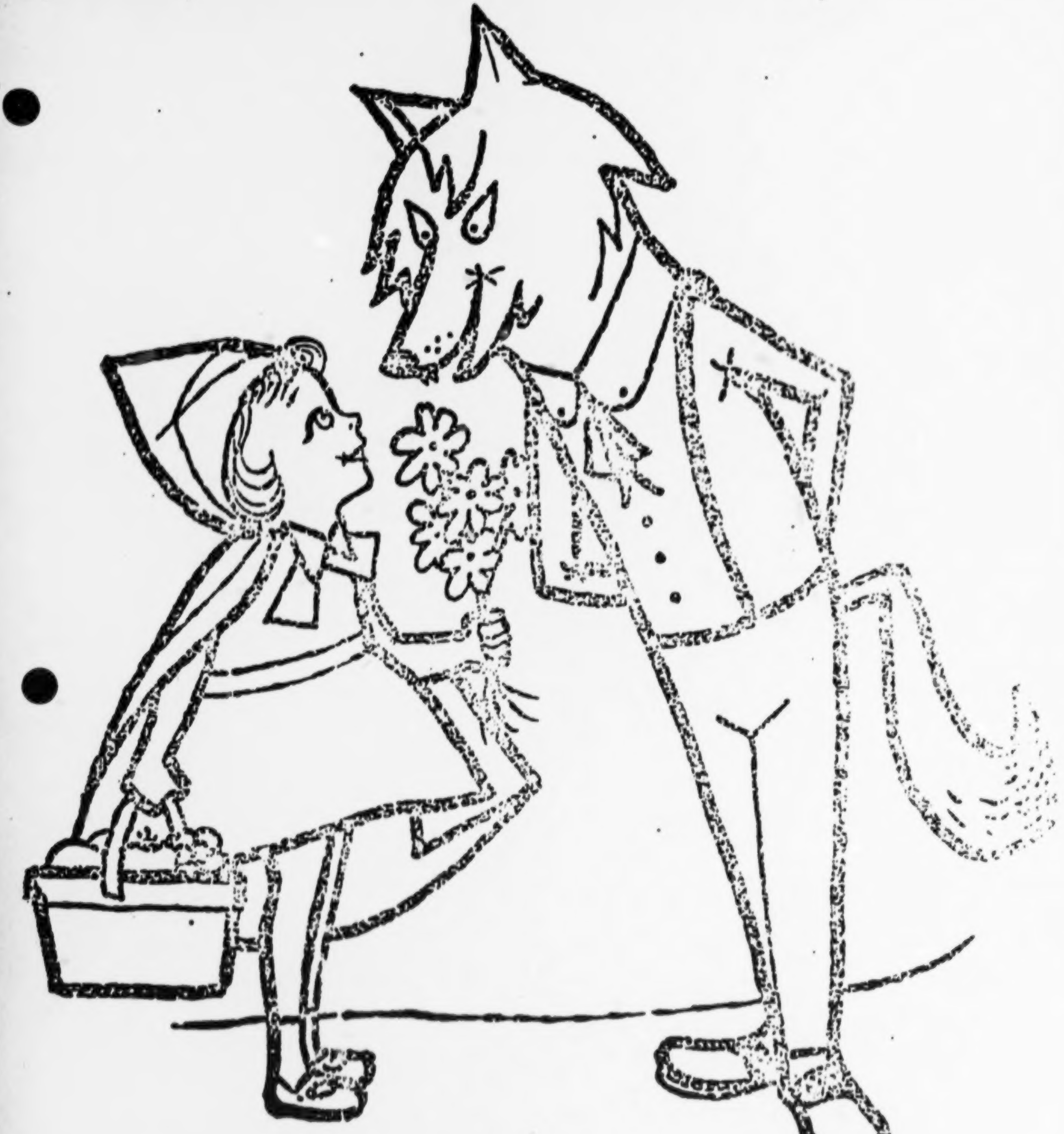
S	Substitute	What do you think would have happened if there had been an elephant in Granny's bed instead of a wolf?
C	Combine	How do you think the story may have changed if the wolf had the same personality as Granny?
A	Adapt	How do you think the wolf would adapt his plan if the Hunter had walked in with Little Red Riding Hood?
M	Modify	How can you rewrite the story to save the wolf?
	Magnify	How would the story be changed if Little Red Riding Hood had been bigger than the wolf?
P	Put To Use	How could Little Red Riding Hood have used her hood to help her?
E	Eliminate	Tell the story without the Hunter.
R	Rearrange	What would happen if Little Red Riding Hood had arrived at Granny's house before the wolf arrived?
	Reverse	Tell the story placing the wolf in Little Red Riding Hood's character and vice versa.



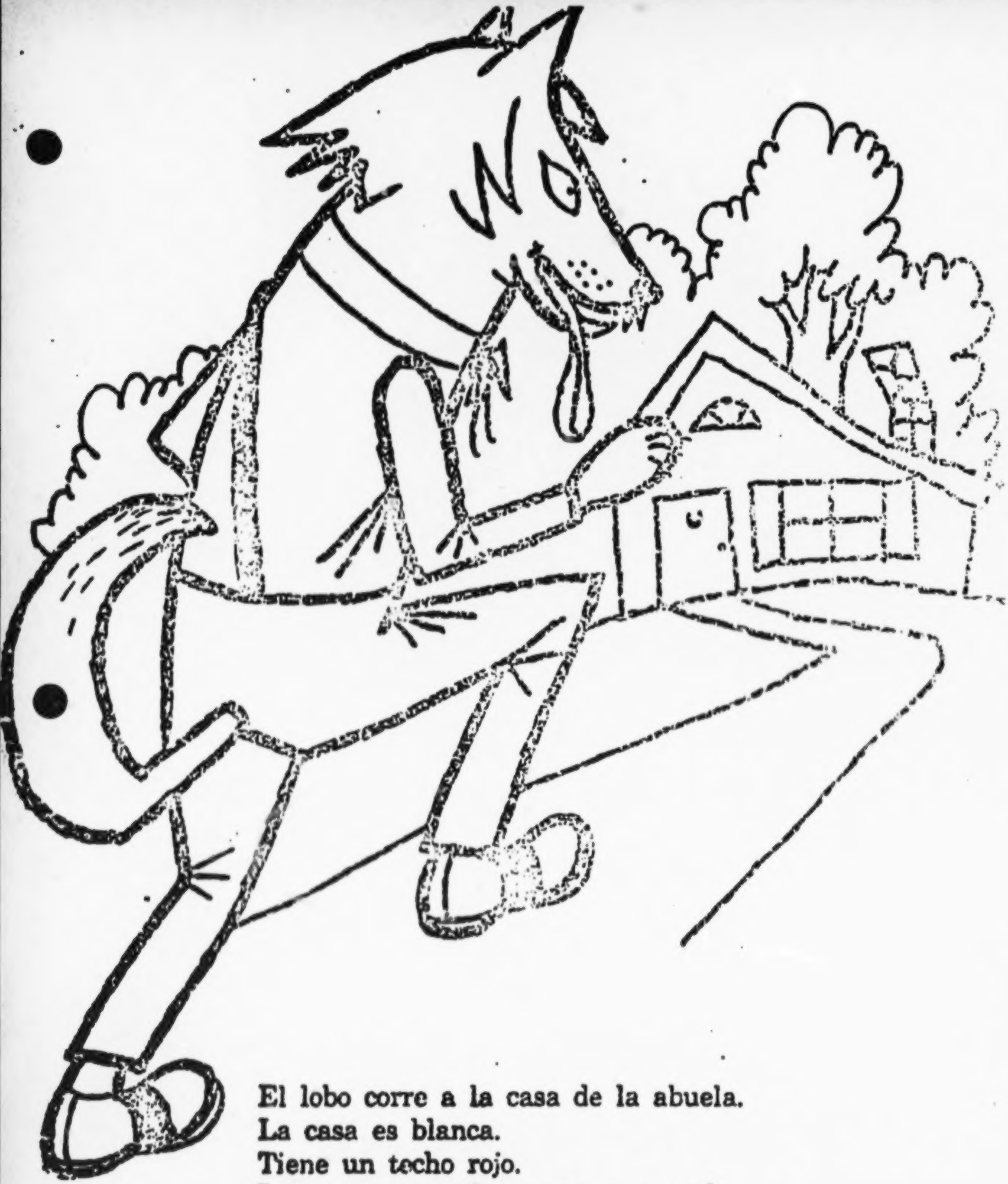
Caperucita Roja



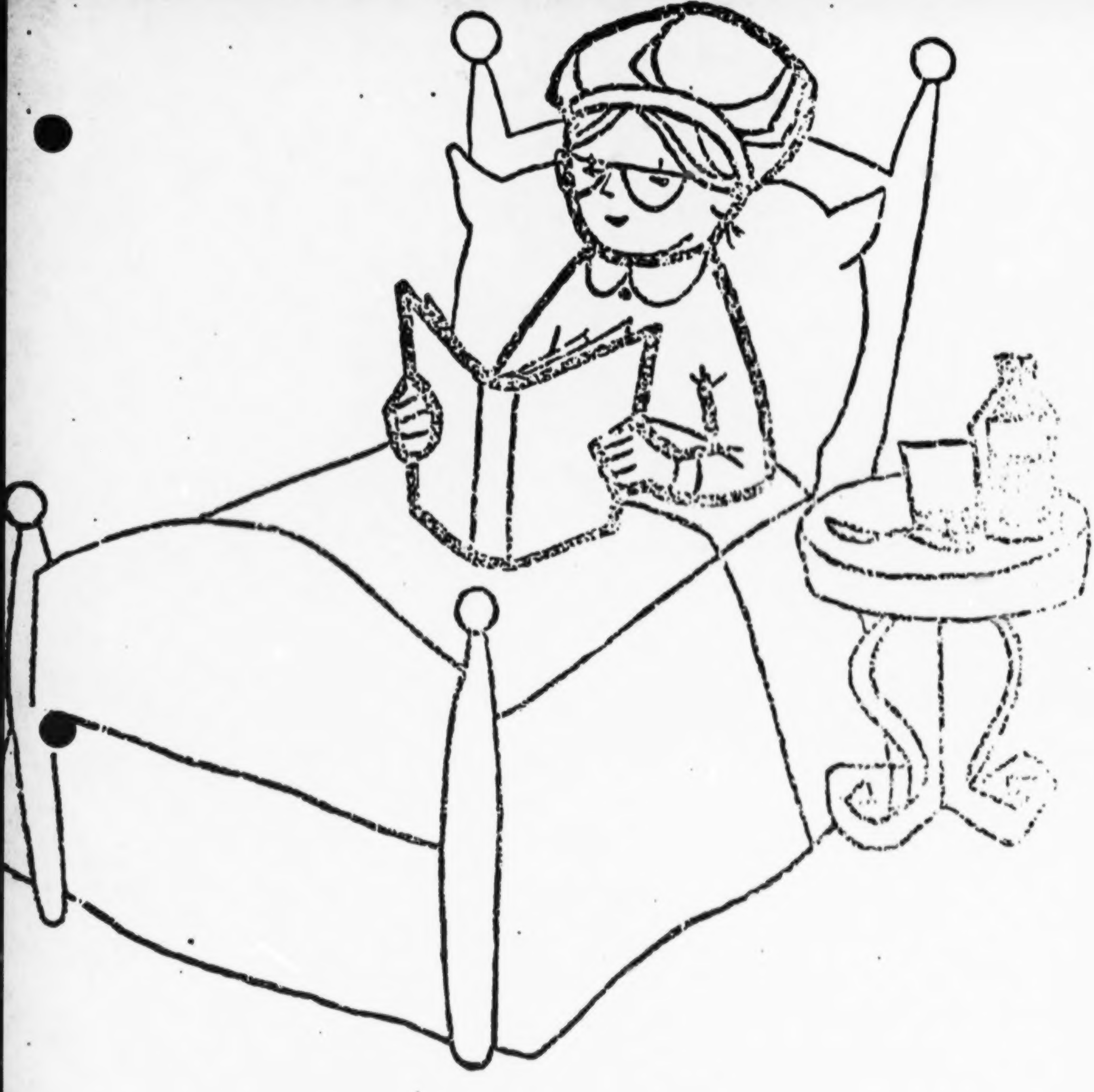
Aquí está Caperucita Roja.
Tiene el pelo rubio y los ojos azules.
Tiene una capa roja y una caperuza roja también.
Tiene una canasta de frutas.
Tiene zapatos negros y calcetines rojos.
Su vestido es azul.



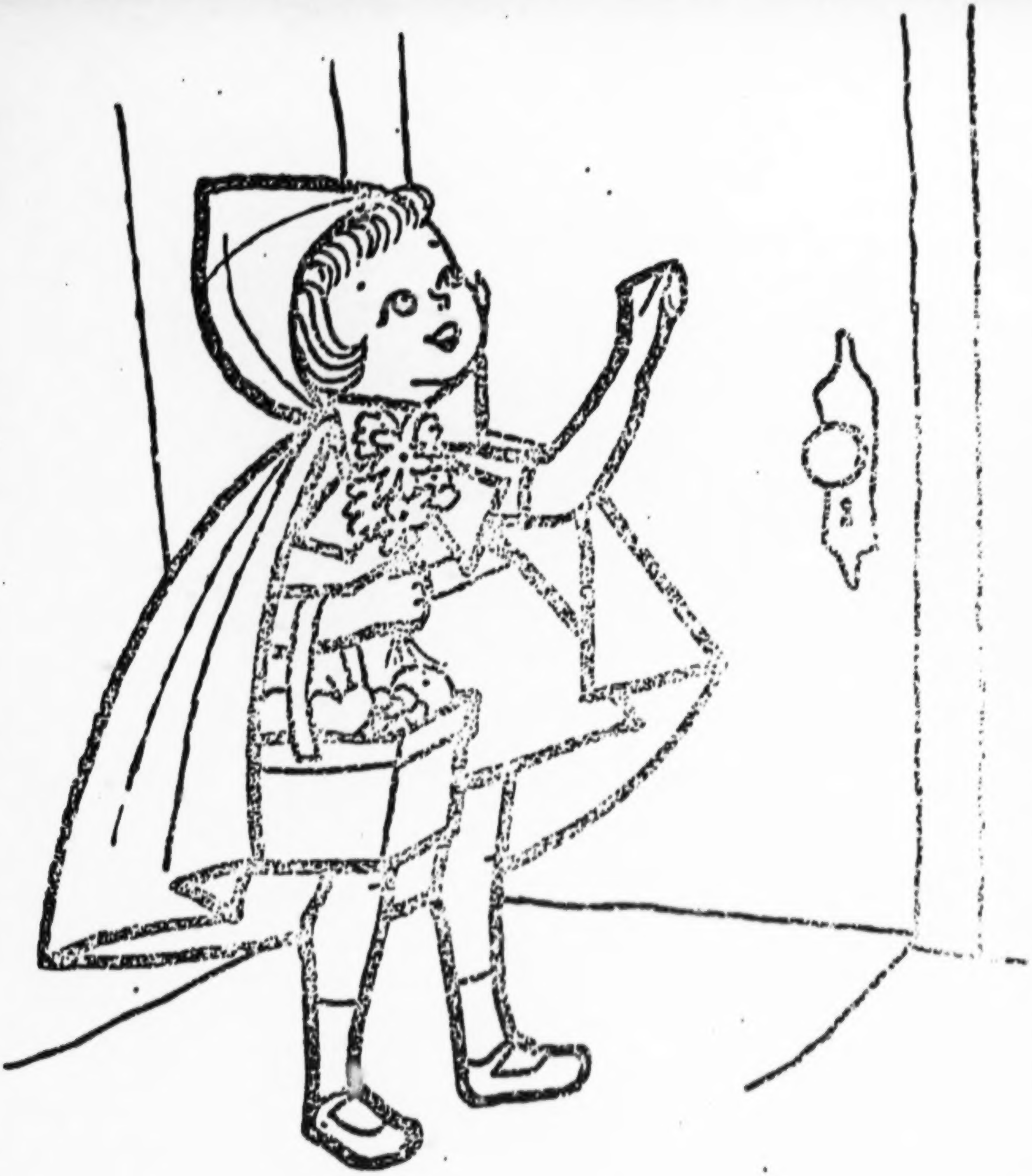
—Buenos días, Caperucita Roja.
—Buenos días, señor Lobo.
—¿A dónde va usted, Caperucita Roja?
—A la casa de mi abuela, señor Lobo.
El lobo lleva pantalones azules y una camisa amarilla.



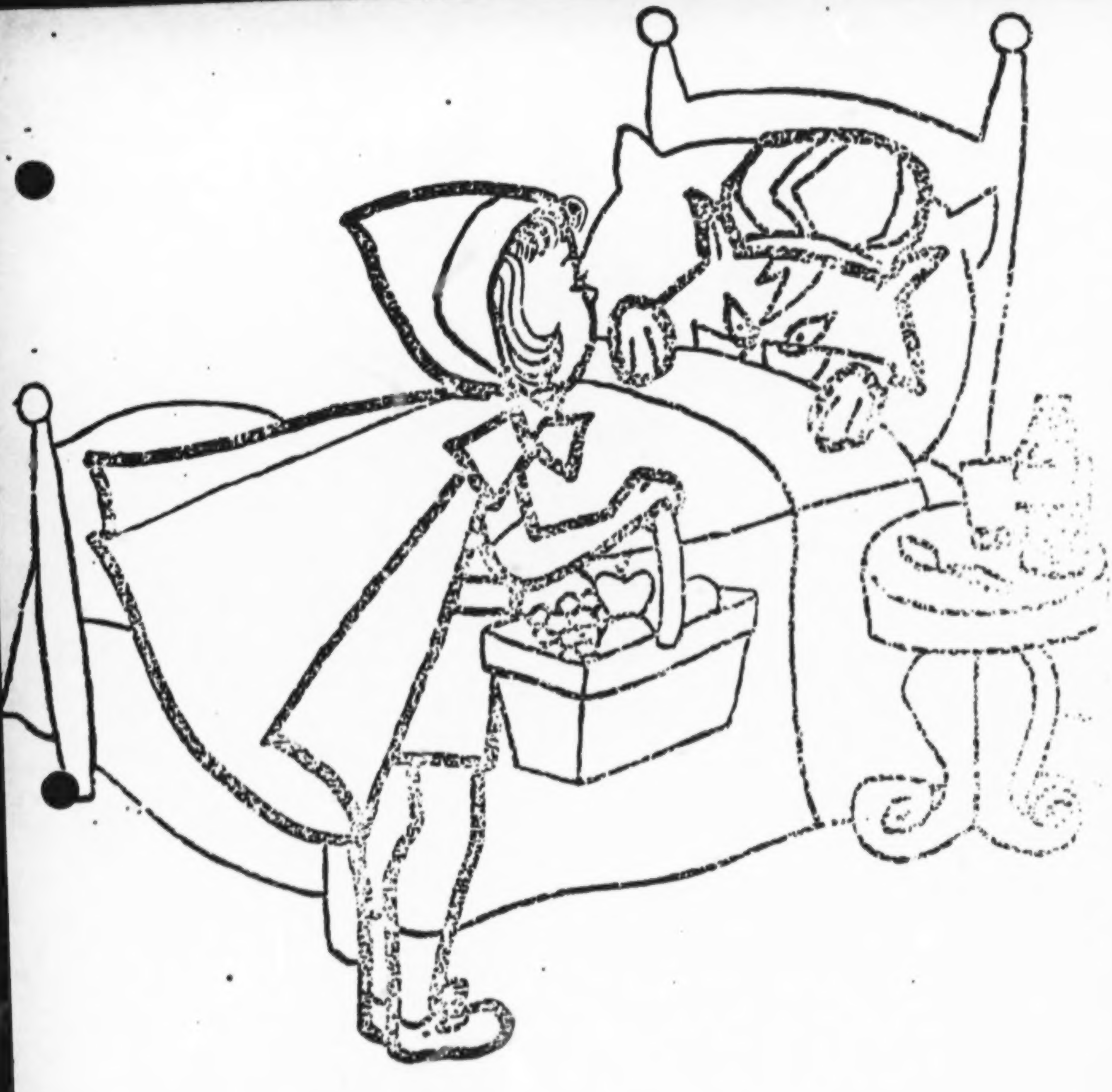
El lobo corre a la casa de la abuela.
La casa es blanca.
Tiene un techo rojo.
Las ventanas y la puerta son verdes.
Está en el bosque verde.
El mal lobo tiene mucha hambre.



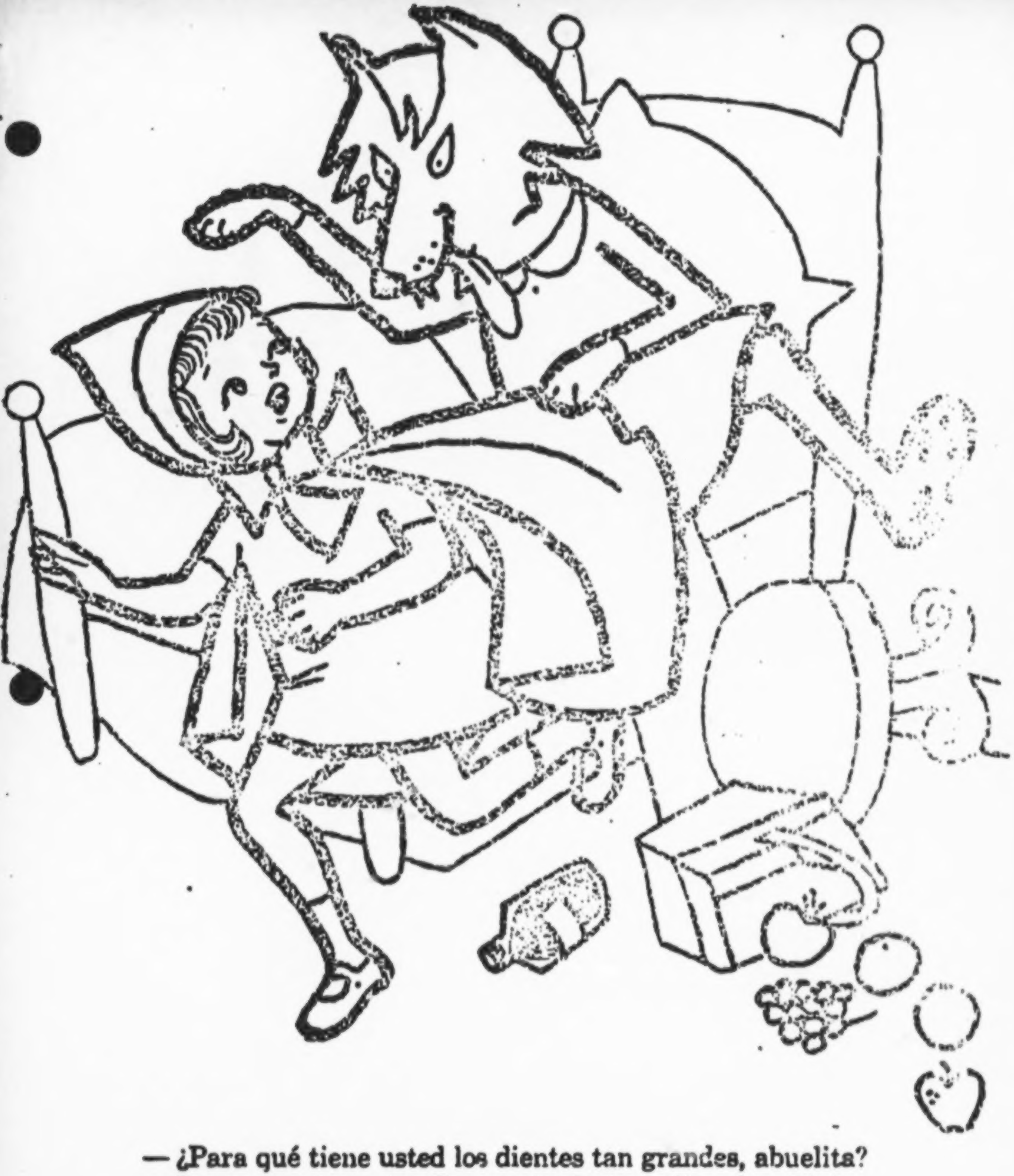
Aquí está la abuela de Caperucita Roja.
Está en cama.
Está enferma.
La cama es verde.
La mesita es verde también.
La colcha es roja y amarilla.



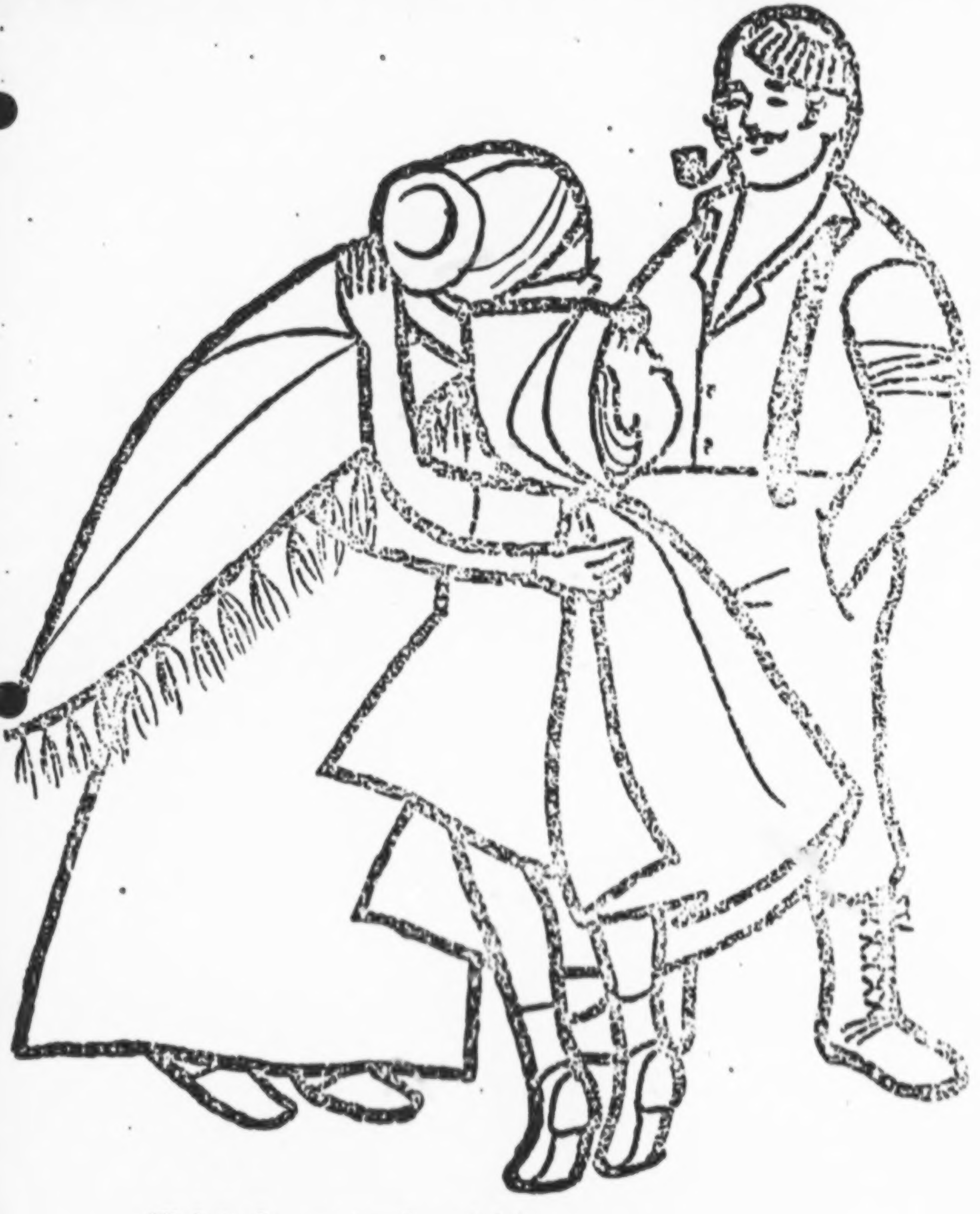
Caperucita Roja llama a la puerta, tan, tan.
—¿Quién es?—dice el mal lobo.
—Soy yo, Caperucita Roja.
—Pase usted—dice el mal lobo.
—Gracias, abuelita—dice Caperucita Roja.



— Buenos días, abuelita.
— Buenos días, Caperucita Roja.
— ¿Cómo está usted?
— Muy mal — dice el mal lobo.
— Aquí hay buenas frutas para usted.
— Gracias, Caperucita Roja. Tengo mucha hambre — dice el mal lobo.



— ¿Para qué tiene usted los dientes tan grandes, abuelita?
— Para comerte mejor, Caperucita Roja — dice el mal lobo.
Caperucita Roja grita y grita.
Corre y corre del mal lobo.



El leñador mata al mal lobo.
— Muchas gracias, señor — dice Caperucita Roja.
— Muchas gracias — dice la abuela.
— De nada — dice el buen hombre.

POEMAS

PICA PICA CARPINTERO

PICA PICA EL AGUJERO

DALE DALE, TRÁS, TRÁS, TRÁS.

PURO PALO COMERAS.

CHUCU LOCO, CHUCU TORA

CHUCU LA LOCOMOTORA

CHUCU TREL CHUCU TRIL

CHUCU CHUCU CHUCU CHUCU

VAMOS EN FERROCARRIL

SIMÓN BRIBÓN

SE COMIÓ MI MELÓN

Y LUEGO CANTÓ

UNA LINDA CANCIÓN.

PAPÁ, MAMÁ,

ME QUIERO CASAR

CON UN PAJARITO

QUE SEPA BAILAR.

VAQUERITO JUGETON

TIPI TIPI, TIPI TAPE,
TIPI TIPI, TIPI TÓN.

DÓNDE ESTÁ TU CABALLITO
VAQUERITO JUGETON?

TIPI TIPI, TIPI TAPE,
VAQUERITO JUGETÓN,

TIPI TIPI, TIPI TAPE,
SE TE HA ROTO EL PANTALÓN.

✓

HOME ACTIVITIES FOR PARENTS

- Give your child a piece of colored paper. Name the color. Ask your child to look around the house and see if he can find things that match the color. Repeat this activity with other colors.
- Give your child two colors of paint and some paper. Let him mix the colors and see what color he makes. Try this with other colors two at a time.
- Let your child pour rice into a soda bottle with a spoon, trying not to spill any. Show him how to do it first and let him try this activity as long as he wishes. You can also use dirt instead of rice.
- Help your child to pour water or another liquid into a glass so he will learn to do it by himself.
- Give your child some paper, crayons and scissors. Let him trace your hand on the paper and then cut it out. Let him try to draw his own hand and any other family member. Also try it with feet.
- Give your child paper and scissors. Let him cut out random shapes and put them into a paper bag. You can use the cuttings for artwork later.
- Take out some old clothes that have snaps, buttons and zippers. Show your child how to work these items and then let him practice.
- Give your child crayons and paper. Ask him to draw a picture of himself. Talk about his eye and hair color. Have him color the eyes and hair the color of his own. Also have him color the clothes in the picture the same as his own.
- Make an alphabet book by using a notebook or paper stapled together. Write the alphabet letter at the top of the page. Then look through magazines to find pictures to cut out that begin with that letter. Glue the picture on the page and write the name underneath it.
- Make a mobile out of shapes. Have your child cut out different shpaes and tie them on pieces of sting. Tie the string to a hanger or a pretty piece of wood and hang the mobile from the ceiling.
- Make masks out of paper bags and crayons or paints. Add a few scraps of material if you have them. Puppets can also be made out of old socks. Use buttons, yarn and material scraps to make their faces and hair.
- Hide objects such as a ball, spoon, doll etc., and tell your child you have hidden the objects somewhere in the house. Ask him to find the objects.

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A,E,I,O,U

Tradicional

A, e, i, o, u, arbolito de pirú,
dime cuantos años tienes tú.
A, e, i, o, u, arbolito de pirú,
dime el nombre que llevas tú.

A, E, I, O, U
A, e, i, o, u, arbolito de Pirú — little tree of Piru
dime el nombre que llevas tú — tell me your name
dime cuantos años tienes tú — tell me how old you are

Indique a cada niño al recitar este versito. Al niño que le toque la palabra "tú" debe decir su edad, o su nombre.

As you say this, point to children; the one whom the "tu" falls on can say his age, or na

EL GALLO Y LA PERLA

Pictures and Objects

rooster
hens
straw
pearls
farm
pearl jewelry

Un gallo se paseaba un día en una granja entre las gallinas. De repente vió algo brillante entre las pajas. --Ajá,--dijo el gallo, --eso es mío! Y pronto lo sacó de entre las pajas.

El gallo se había encontrado una perla que alguien había perdido. --Tal vez para el hombre serás un tesoro, --dijo el gallo, --pero yo mejor quisiera un grano de maíz que un cesto de perlas.

Moraleja: Las cosas de valor son para aquellos que
sepan apreciarlas.

Preguntas:

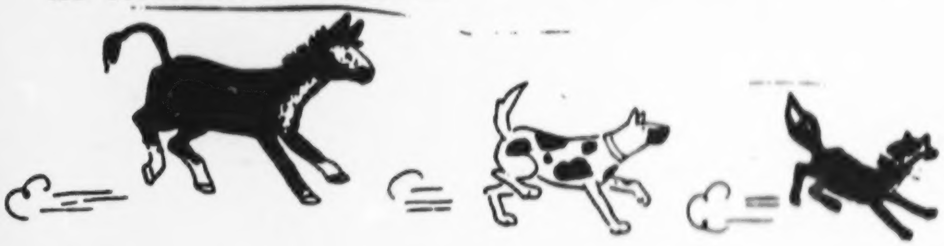
¿Qué es una granja?
¿Cuál animal se paseaba por la granja?
¿Qué son pajas?
¿Qué se halló el gallo entre las pajas?
¿Qué es una perla?
¿Dónde se encuentran las perlas, en minas o en el mar?
¿Serán costosas las perlas? ¿Por qué?

- Play Simon says. Explain to your child that he should only do the things when you say Simon says and if you do not say Simon says he should not do what you tell him to do.
  Example: Simon says, " Open your mouth."
  Simon says, " Close your eyes."
  Simon says, " Close your mouth."
  Sit down.
- Give your child a tasting experience. Take out salt, sugar, lemon juice and chocolate. Let him taste these things and describe them to you. Perhaps you could have him guess what he is tasting. Use any kind of food you like.
- Let your child help you set the table or clear it off after dinner. Let him help you wash the dishes.
- Make popcorn with your child. Use a popcorn popper with a clear top or take an old sheet and spread it on the floor. Put the popcorn popper on the sheet in the middle and watch it pop. The kids really enjoy this activity but please keep them a safe distance away from the popper.
- Have your child look into a mirror and name his body parts.
- Read to your child. Choose short books with few words and lots of pictures. It holds his attention longer.
- Talk to your child about what you are doing whether it is cooking, cleaning, cleaning the yard or home repairs. Allow him to help you by giving him a simple task.
- Take tim every day with your child when all your attention is on him. Talk to him about school or play. Listen to what he has to say.
- Write your child's name on a piece of paper. Let him copy it.
- Help your child to memorize his full name,address and telephone number.
- Take a bag and put in a common household object. Ask your child to put his hand in and guess what it is. Repeat this activity using different objects.
- Using a book with pictures, read your child a story. Then go back to the beginning and have him retell the story using the pictures as guides.
- Have your child name the rooms in the house. He can also name furniture, toys and family members.

rimas y trabalenguas

Corre, corre, corre

Rápido corre el burro,
rápido corre el perro,
pero el perro que corre
y el burro que corre
no corren como el zorro.



Si enero con diciembre
pasan sin frío,
cuando viene febrero
se hiela el río.

Papas y papas

Papas y papas para papá.
Papas y papas para mamá.
Las tostaditas para papá.
Las quemaditas para mamá.

Paco Peco

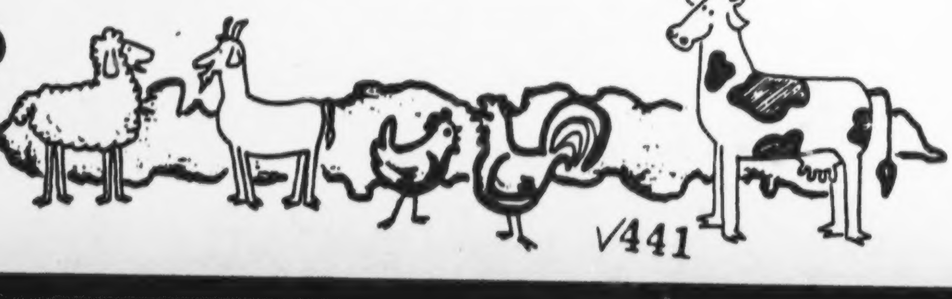
Paco Peco, chico rico
insultaba como un loco
a su tío Federico,
y este dijo,—Poco a poco,
Paco Peco, poco pico.

A la rueda, rueda

pan y canela.
Todos los niños jueg
en la plazuela.

Así hablan los animales

—Ba-Ba-Ba, —dice la oveja, —Ba-Ba-Ba.
—Be-Be-Be, —dice la cabra, —Be-Be-Be.
—Qui-Qui-Ri-Quí, —dice el gallo, —Qui-Qui-Ri-Quí.
—Clo-Cló, Clo-Cló, —dice la gallina, —Clo-Cló, Clo-Cló.
—Mu-Mu-Mu, —dice la vaca, —Mu-Mu-Mu.
Así hablan los animales. ¿Cómo hablas tú?



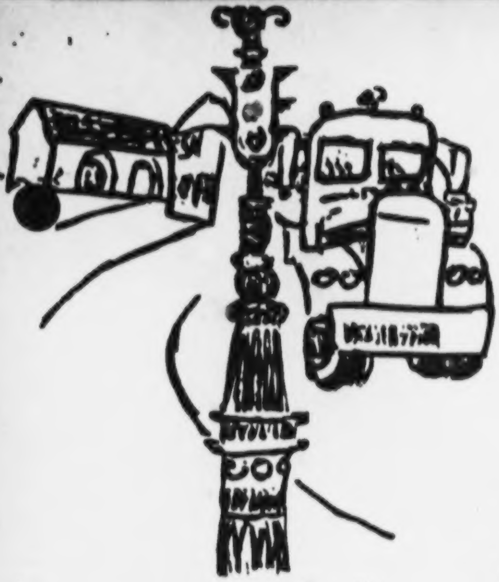
V441

Un trabalenguas

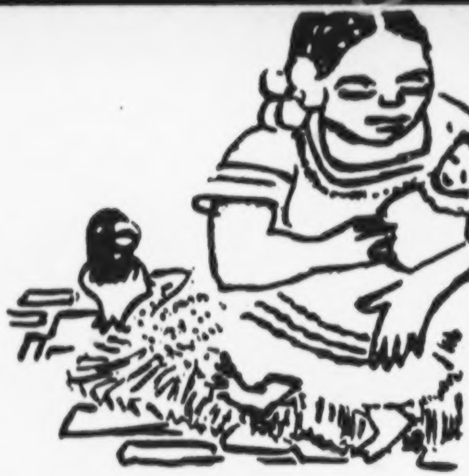
Puse mis zapatos
en el piso.
Mis zapatos;
Mis zapatos;
Mis zapatos zapito
Zapatito, zapatón.

from
Hoblan Los Niños

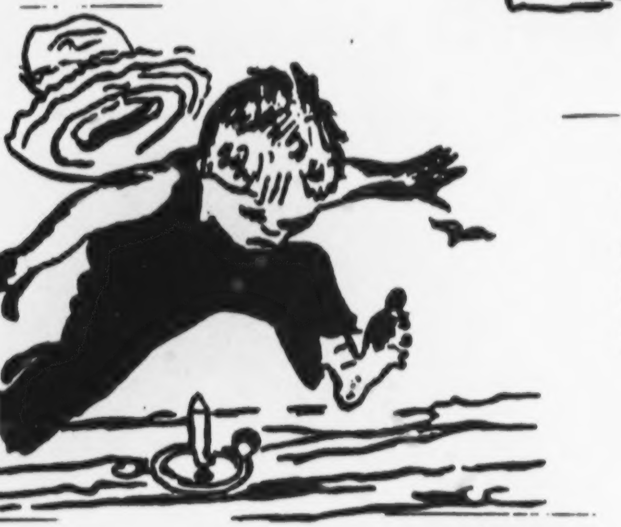
1



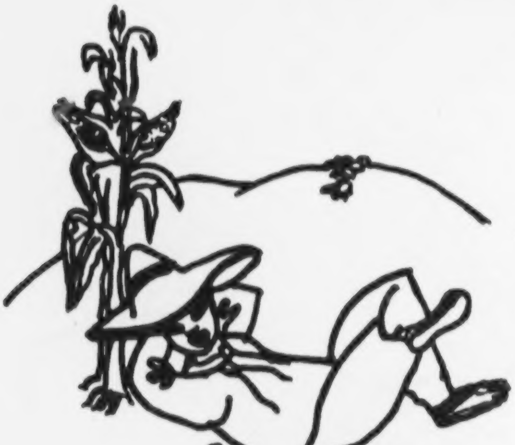
A la rru-rru niño
a la rru-rru ya
duérmete niño
duérmete ya.
Cuando tu despiertes
amanecerá.
A la rru-rru- niño
a la rru-rru ya.

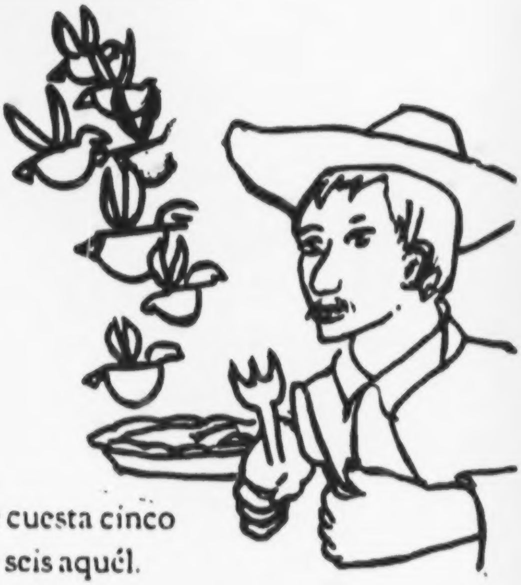


A la luz colorada
alto y parada.
Anaranjado
mucho cuidado.
A la luz verde
nadie se pierde.
Las luces son tres.
cuéntalas otra vez.



Tengo una vela
en un candelero
la pongo en el suelo
y la brinco ligero.





Pastor Pepe
Pastor Pepe,
en la milpa
de Don Chepe
andan las ovejas sueltas.
Pastor Pepe
ya despierta
toca, toca tu corneta.

Este cuesta cinco
vale seis aquél.
Veinticuatro cuervos
dentro de un pastel.
Cuando Juan lo trincha
para merendar
veinticuatro cuervos
salen a cantar.

from
Rimas Tontas

✓ 442

LANGUAGE ARTS ESSENTIAL SKILLS: SCOPE AND SEQUENCE CHART

X - Evaluated
* - Introduced

	K	1	2	3	4	5	6	7	8	9	10	11	12
READING - Word Attack Skills													
Consonant Sounds K	*	X											
Vowel Sounds 1		X											
Beginning, final and medial syllables 1		X											
Beginning, final and medial consonant blends 1, 2		X	X										
Syllable division as parts of words 2													
Vowel combinations (dipthongs/trithongs) 1, 2		X	X										
Accents 2, 3, 4		*	*	*	X								
BUILDING BACKGROUND													
Is read to Daily	*	*	*	*	*								
Participates in reading activities	*	*	*	*	*								
States prior knowledge													
Extends knowledge about topic													
Predicts content													
States purpose for reading													
Plans strategy for reading													
COMPREHENDING													
Uses strategies to understand unfamiliar words		*	*	*	*								
Summarizes, clarifies, questions, and predicts while reading		*	*	*	*								
Monitors own comprehension and self-corrects when necessary		*	*	*	*								
Sequences items/events	X	X	X	X	X								
Notes details	X	X	X	X	X								
Classifies	X	X	X	X	X								
Selects best title/main idea		X	X	X	X								
Follows written directions		X	X	X	X								

LANGUAGE ARTS ESSENTIAL SKILLS: SCOPE AND SEQUENCE CHART

	K	1	2	3	4	5	6	7	8	9	10	11	12
COMPREHENDING (Con't)													
Draws conclusions/Precits outcomes/ generalizes	X	X	X	X	X								
Determines fact/opinion		*	*	*	*								
Uses Context Clues			X	X	X								
Identifies cause and effect			X	X	X								
Determines character traits, feelings, motives			*	*	*								
PRODUCTS/OUTCOMES (Teacher Observations)													
Comprehends personal experience narrative		*	X	X	X								
Comprehends story/fiction		X	X	X	X								
Comprehends informative reoport				X	X								
Comprehends form of communication			X	X	X								
Comprehends poem			X	X	X								
Comprehends summary					*								
VOCABULARY DEVELOPMENT													
Reads sight words	*	X	X	X	X								
Determines meaning of words: Basal vocabulary Multiple meanings Antonyms, synonyms, homonyms Structural clues		X	X	X	X								
INDEPENDENT READING													
Reads silently daily for pleasure and/or information		X	X	X	X								
Orally reads fluently and with expression		X	X	X	X								
Reads content area material effectively			X	X	X								

LANGUAGE ARTS ESSENTIAL SKILLS: SCOPE AND SEQUENCE CHART

LISTENING	K	1	2	3	4	5	6	7	8	9	10	11	12
BUILDING BACKGROUND													
Prepares for listening	*	*	*	*	*								
States prior knowledge Predicts intent and content States purpose for listening Plans listening strategies													
COMPREHENDING													
Uses strategies to listen	*	*	*	*	*								
Understands basic concepts	X	*	*	X	X								
Recalls information accurately	*	*	X	X	X								
Understands main idea from oral presentation		*	*	X	X								
Understands meaning of words from context in oral presentation		*	*	*	*								
stens in order to distinguish essential from non-essential information					*								
Draws conclusions from information given in an oral presentation	*	*	*	*	*								
PRODUCTS/OUTCOMES													
Listens, understands, and responds to a variety of materials, rhymes, pottered language	X	X	X	X	X								
Comprehends verbal directions	*	*	*	*	*								
Comprehends event or incident	X	X	X	X	X								
Comprehends story/fiction	X	X	X	X	X								
Comprehends ideas in discussion	*	*	*	*	*								
Comprehends ideas in interview					*								
Comprehends ideas in oral report or lecture					*								
OCABULARY DEVELOPMENT													
Recognizes meanings of words	*	*	*	*	*								

LANGUAGE ARTS ESSENTIAL SKILLS: SCOPE AND SEQUENCE CHART

SPEAKING	K	1	2	3	4	5	6	7	8	9	10	11	12
PREPARING													
Prepares for speaking	*	*	*	*	*								
Plans delivery for presentation			*	*	*								
Practices and revises in order to respond to audience			*	*	*								
PRODUCTS/OUTCOMES													
Speaks extemporaneously	X	X	X	X	X								
Participates in discussion	*	*	*	*	X								
Describes an object, picture, or event	X	X	X	X	X								
Tells a personal experience	X	X	X	X	X								
Reports events or incidents	*	X	X	X	X								
Paraphrases variety of messages	*	X	X	X	X								
Tells a story	X	X	X	X	X								
Makes an oral report					X								
Participates in an interview					X								
Makes an important speech													
Delivers a pursuasive speech													
Participates in role-playing to demonstrate various speaking situations	X	*	*	*	X								
Gives oral directions	*	*	X	X	X								
VOCABULARY DEVELOPMENT													
Uses words appropriately	*	*	*	*	*								

LANGUAGE ARTS ESSENTIAL SKILLS: SCOPE AND SEQUENCE CHART

WRITING	K	1	2	3	4	5	6	7	8	9	10	11	12
Participates in some aspect of the writing process daily	X	X	X	X	X								
PREPARING/WRITING													
Participates in prewriting activities prior to writing	*	*	*	*	*								
PRODUCTS/OUTCOMES													
Writes personal experience narrative	*	*	X	X	X								
Writes a story	*	*	X	X	X								
Writes a report based on personal observation			*	X	*								
Writes a report based on research					*								
Writes a communicatiion		*	X	X	X								
Writes a summary													
Writes a poem			*	X	X								
REVISING, EDITING, PUBLISHING													
Revises for ideas	*	*	X	X	X								
Revises for sentence structure		*	X	X	X								
Revises for word choice				X	X								
Edits for usage		*	X	X	X								
Edits for spelling		*	X	X	X								
Edits for punctuation		*	X	X	X								
Edits for capitalization		*	X	X	X								
Proofreads drafts	*	*	X	X	X								
Rewrites paper as needed		X	X	X	X								
Shares or publishes final draft	X	X	X	X	X								
VOCABULARY DEVELOPMENT													
Uses words appropriately	*	*	*	X	X								

LANGUAGE ARTS ESSENTIAL SKILLS: SCOPE AND SEQUENCE CHART

STUDY SKILLS	K	1	2	3	4	5	6	7	8	9	10	11	12
Prepares for learning	*	*	*	*	*								
Alphabetizing words		*	X	X	X								
Uses glossary to determine word meaning			*	X	*								
Uses dictionary to determine word meanings		*	*	X	X								
Uses dictionary to determine correct spelling		*	*	X	X								
Uses thesaurus to determine synonyms/antonyms				*	*								
Uses guide words to locate information				*	*								
Uses table to contents			X	X	X								
Uses index					X								
[illegible]es encyclopedia					X								
Uses appropriate reference materials to locate information					*								
Uses library to locate information					*								
Researches an idea/topic effectively					*								
Takes notes from lecture or written material					*								

LANGUAGE ARTS ESSENTIAL SKILLS: SCOPE AND SEQUENCE CHART

LANGUAGE CONCEPTS	K	1	2	3	4	5	6	7	8	9	10	11	12
VARIETY OF EXPRESSION													
Demonstrates how language changes according to audience, purpose, and situation		*	*	*	*								
LINGUISTICS AND GRAMMAR													
Identifies the parts of speech in sentences				*	X								
Identifies the functions of words within sentences			*	*	*								
Identifies sentences declarative, interrogative and exclamatory			*	*	*								

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12

WORKING COPY Reporte de Progreso ~~de Kinder~~ — en el Kindergarten
EL Año Escolar 19__ - 19__

[illegible]re ______________________ Escuela ______________________
~~Profesor(a)~~ Maestro(a) ______________________

[illegible]E:

☐ La ausencia de una marca indica que la destreza no se ha introducido
⧄ Está trabajando o haciendo progreso en la destreza indicada
☒ Ha dominado la destreza

El estudiante:	Período del ~~Periódico de~~ reporte			
DESTREZAS COGNOSCITIVAS	1	2	3	4
C1 Nombra los colores ~~[illegible]~~ Verde azul rojo OK amarillo ~~azul negro morado~~ ~~verde colorado café anaranjado~~ — anaranjado negro café púrpura				
C2 Comprende y utiliza conceptos basicos				
C3 Aprende palabras nuevas y su significado				
C4 Clasifica				
C5 Pone los dibujos en orden de sucesión				
C6 Repasa un cuento corto en orden de sucesión				
C7 Describe lo que ve en un dibujo y discute los eventos				
C8 Predice el fin de un cuento				
C9 Nombra las letras mayúsculas y minúsculas A B C CH D E F G H I J K L LL M N Ñ O P Q R RR S T U V W X Y Z a b c ch d e f g h i j k l ll m n ñ o p q r rr s t u v w x y z				
C10 Asocia las sílabas con sus ~~sonidos~~ sonidos				
C11 Expresa sus ideas por medio de un cuento escrito _____ con dibujos _____ con símbolos _____ con deletreo fonético — con algunas palabras completas y algunas palabras deletreadas fonéticamente.				
C12 Nombra las ~~figuras~~ formas básicas				
C13 Copia, completa, diseña moldes				
C14 Empareja los conjuntos semejantes				
C15 Cuenta hasta veinte				
C16 Nombra numerales hasta 10 (fuera de orden) 0 1 2 3 4 5 6 7 8 9 10				
C17 Empareja los conjuntos con su número correcto				
C18 Pone los numerales en orden desde 0 a 10				
DOMINIO AFECTIVO ~~DESTREZAS SENSORIALES Y DEL MOVIMIENTO~~	1	2	3	4
A1 Desarrolla relaciones interpersonales positivos				
A2 Demuestra auto-concepto positivo				
A3 Demuestra responsabilidad y auto-dirección				
A4 Demuestra creatividad				
DESTREZAS SENSORIALES Y DEL MOVIMIENTO	1	2	3	4
GM1 Músculos grandes-corre, brinca, salta				
GM2 Músculos finos-corta, delinea, copia				

Comentarios

Primer Período del ~~Periódico de~~ Reporte

Segundo Período del ~~de~~ Reporte

Tercer Período del ~~de~~ Reporte

Cuarto Período del ~~Periódico de~~ Reporte

Asistencia	Períodos 1	2	3	4
Días Presente				
Días Ausente				
Días Tarde				

Nivel Escolar El Año Entrante: ~~[illegible]~~ ______

SPANISH BEGINNING VOCABULARY

ECONOMY SPANISH READING SERIES

1. a (at)
2. abeja (bee)
3. agua (water)
4. ahora (now)
5. al (to the)
6. alas (wings)
7. Albuquerque (Albuquerque)
8. alegres (happy)
9. alegría (happiness)
10. aletas (fins)
11. almuerzo (lunch)
12. altas (high/tall)
13 alto (high)
14. alzan (lift)
15. amigo (friend)
16. anciana (elderly)
17. animales (animals)
18. antes (before)
19. antigua (old)
20. años (years)
21. aplaude (clap)
22. aprender (to learn)
23. apures (may hurry)
24. aquí (here)
25. árbol (tree)
26. ardilla (squirrel)
27. área (area)
28. Argentina (Argentina)
29. aros (hoops)
30. arroz (rice)
31. astronautas (astronauts)
32. atiende (takes care of)
33. autobús (bus)
34. aviones (planes)
35. ay (wow)
36. ayudan (help)
37. azul (blue)
38. bailan (dancing)
39. bajas (low)
40. bajo (under)
41. barcos (ships)
42. barren (sweep)
43. barrio (neighborhood)
44. bebé (baby)
45. béisbol (baseball)
46. bella (beautiful)
47. biblioteca (library)
48. bicicleta (bicycle)
49. bien (well)
50. blancas (white)
51. boca (mouth)
54. borde (trim)
55. bosque (forest)
56. buen (good)
57. buenos (good)
58. burritos (burritos)
59. busca (looks for)
60. caballos (horses)
61. cachorros (cubs)
62. cada (each)
63. caja (box)
64. calienta (warms)
65. calles (streets)
66. caminan (walk)
67. camisa (shirt)
68. campamento (camp)
69. campo (country)
70. canasta (basket)
71. cantan (sing)
72. caoba (mahogany tree)
73. cargar (to carry)
74. carpintero (woodpecker)
75. carros (cars)
76. carrusel (carousel)
77. casa (house)
78. casas (houses)
79. castillo (castle)
80. cebras (zebras)
81. celebrar (to celebrate)
82. cerca (fence)
83. cerdos (pigs)
84. cielo (sky)
85. cigüeñas (storks)
86. cinco (five)
87. circo (circus)
88. círculo (circle)
89. ciudad (city)
90. claro (clear)
91. clases (classes)
92. Claudia (Claudia)
93. cocina (kitchen)
94. cohetes (fireworks)
95. colores (colors)
96. comen (eat)
97. cometa (kite)
98. como (as)
99. compartir (to share)
100. compra (buys)
101. compras (shopping)
102. comunidad (community)
103. con (with)
104. contenta (happy)
107. corren (run)
108. corta (cut)
109. cortar (to cut)
110. crece (grows)
111. crecen (grow)
112. croar (croaking)
113. cuando (when)
114. cuarto (bedroom)
115. cuatro (four)
116. cuchillo (knife)
117. cura (cures)
118. chimenea (fireplace)
119. chivitos (little goats)
120. daba (became)
121. dar (to give)
122. daré (will give)
123. de (of)
124. decia (said)
125. déjame (let me)
126. del (of the)
127. deliciosa (delicious)
128. desayuno (breakfast)
129. desfile (parade)
130. despegue (blast-off)
131. después (afterwards)
132. devolver (to return)
133. día (day)
134. diario (diary)
135. dibujos (pictures)
136. dice (says)
137. dicen (say)
138. diferente (different)
139. dijo (said)
140. dinero (money)
141. DISNEYLANDIA (DISNEYLAND)
142. divertido (fun)
143. doctora (doctor)
144. domador (tamer)
145. don (Don)
146. dónde (where)
147. dos (two)
148. duermen (sleep)
149. dulce (sweet)
150. edificio (building)
151. el (the)
152. elefantes (elephants)
153. ellos (they)
154. empezó (began)
155. en (in)
156. encantada (enchanted)
157. enfermero (nurse)

160. enormes (enormous)
161. ensalada (salad)
162. entregar (to deliver)
163. entrenador (trainer)
164. entrenados (trained)
165. era (was)
166. es (is)
167. escondiste (hid)
168. escribes (write)
169. escuchan (listen)
170. escuela (school)
171. espacio (space)
172. espantapájaros (scarecrow)
173. espanto (scare)
174. esquina (corner)
175. ésta (this)
176. está (is)
177. estaba (was)
178. están (are)
179. este (this)
180. estoy (am)
181. estrellas (stars)
182. estuche (case)
183. excursión (outing)
184. experta (expert)
185. extraña (strangely)
186. falta (is missing)
187. familia (family)
188. fantasía (fantasy)
189. feria (fair)
190. feroz (ferocious)
191. fiesta (party)
192. flauta (flute)
193. flores (flowers)
194. focas (seals)
195. Francisco (Francisco)
196. frente (in front)
197. fresas (strawberries)
198. frijoles (beans)
199. fruta (fruit)
200. fue (went)
201. fuertes (strong)
202. gallina (hen)
203. ganso (goose)
204. gatito (kitten)
205. gatitos (kittens)
206. gatos (cats)
207. gemelos (twins)
208. gente (people)
209. gigantes (huge)
210. giran (spin)
211. globo (balloon)
212. gorra (cap)
213. gracias (thanks)
214. graciosamente (in a funny way)
215. grande (big)
216. grandes (large)
217. granja (farm)
218. grasa (fat)
219. grillo (cricket)
220. gris (gray)
221. grito (scream)
222. grupo (group)
223. guardabosques (forest ranger)
224. guardián (guardian)
225. Guatemala (Guatemala)
226. guía (guide)
227. Güiraldes (Güiraldes)
228. gusta (like)
229. había (there was)
230. hablaba (spoke)
231. hacen (make)
232. harina (flour)
233. hasta (up to)
234. hay (there is/are)
235. hermano (brother)
236. hermanos (brothers)
237. hijos (children)
238. hola (hi)
239. hombre (man)
240. horas (hours)
241. horno (oven)
242. hospital (hospital)
243. hoy (today)
244. huerto (garden)
245. huevos (eggs)
246. insecto (insect)
247. inventos (inventions)
248. invierno (winter)
249. ir (to go)
250. Japón (Japan)
251. jaulita (little cage)
252. Jorge (Jorge)
253. Juan (Juan)
254. juega (plays)
255. juegan (play)
256. jugar (to play)
257. jugo (juice)
258. juguete (toy)
259. julio (July)
260. juntos (together)
261. Kati (Kati)
262. kilos (kilos)
263. kiosco (kiosk)
264. la (the)
265. lápiz (pencil)
266. las (the)
267. Laura (Laura)
268. le (him)
269. leche (milk)
270. lechuga (lettuce)
271. Lechuza (Owl)
272. leer (to read)
273. leña (firewood)
274. librería (bookstore)
275. libros (books)
276. limón (lime)
277. lindas (pretty)
278. Lisa (Lisa)
279. lorito (little parrot)
280. los (the)
281. luces (lights)
282. lugar (place)
283. Luna (moon)
284. llaman (call)
285. llegan (arrive)
286. lleva (carries)
287. llorar (to cry)
288. llover (to rain)
289. llueve (rains)
290. lluvia (rain)
291. madera (wood)
292. maestra (teacher)
293. mamá (mom)
294. mano (hand)
295. manzanas (apples)
296. mañanas (mornings)
297. mar (sea)
298. María (María)
299. marinero (sailor)
300. más (more)
301. masa (dough)
302. Maxi (Maxi)
303. Mayo (May)
304. mayor (older)
305. me (me)
306. medios (means)
307. mejor (better)
308. mercado (market)
309. mesas (tables)
310. meses (months)
311. mete (puts in)
312. México (Mexico)
313. mi (my)
314. miau (meow)
315. mira (look at)
316. mismo (same)
317. moja (wets)
318. movió (moved)
319. mucho (a lot)
320. muebles (furniture)
321. mundo (world)
322. muñeca (doll)
323. muñeco (doll)
324. museo (museum)
325. música (music)
326. muy (very)
327. nacido (born)
328. nacional (national)
329. nadan (swim)
330. necesaria (necessary)
331. negras (black)
332. niño (boy)
333. niños (children)
334. no (no)
335. noches (evenings)
336. norte (north)
337. notas (notes)
338. nubes (clouds)
339. nueces (nuts)
340. nuestro (our)
341. nueve (nine)
342. oigo (hear)
343. oír (to hear)
344. ojos (eyes)
345. oro (gold)
346. osas (bears)
347. ositos (little bears)
348. oso (bear)
349. osos (bears)
350. otoño (fall)
351. otro (another)
352. oye (listen)
353. Pablo (Pablo)
354. padres (parents)
355. país (country)
356. pájaro (bird)
357. pájaros (birds)
358. pan (bread)
359. panadería (bakery)
360. panadero (baker)
361. panaderos (bakers)
362. panda (panda)
363. panecito (little bun)
364. Papá (Dad)
365. papalote (kite)
366. papel (paper)
367. para (for)
368. paraban (stopped)
369. paraguas (umbrella)
370. parecen (look like)
371. parque (park)
372. pasas (raisins)
373. pasea (walks)
374. pasean (ride)
375. pasto (grass)
376. patitos (ducklings)
377. Paulina (Paulina)
378. payasos (clowns)
379. peces (fish)
380. pedazos (pieces)
381. Pedro (Pedro)
382. peina (combs)
383. peine (comb)
384. pelota (ball)
385. Pepe (Pepe)
386. pequeñísimos (very small)
387. pequeños (small)
388. perdió (lost)
389. perfecto (perfect)
390. periódico (newspaper)
391. pero (but)
392. perritos (puppies)
393. perro (dog)
394. personajes (characters)
395. pesan (weigh)
396. pesas (weights)
397. pianista (pianist)
398. piedra (stone)
399. pingüinos (penguins)
400. pinta (paints)
401. pista (ring)
402. Pitín (Pitín)
403. plantas (plants)
404. playa (beach)
405. polo (pole)
406. pollo (chicken)
407. ponía (was)
408. por (in)
409. porque (because)
410. portaba (behaved)
411. pozo (well)

412. Preciosa (Preciosa)
413. pregunta (asks)
414. primas (cousins)
415. primavera (spring)
416. primero (first)
417. problema (problem)
418. pueblo (town)
419. puede (can)
420. puedo (may)
421. puerto (port)
422. qué (how)
423. querido (dear)
424. quiero (want)
425. raíces (roots)
426. rama (branch)
427. ranas (frogs)
428. rápidamente (fast)
429. raros (rare)
430. rayas (striped)
431. reales (real)
432. recámara (bedroom)
433. recién (recently)
434. recipiente (bowl)
435. regalo (present)
436. Regina (Regina)
437. rey (king)
438. ricos (tasty)
439. ríen (laugh)
440. río (river)
441. Rita (Rita)
442. ritmo (rhythm)
443. robot (robot)
444. rojo (red)
445. rojos (red)
446. Rosa (Rosa)
447. Rosaura (Rosaura)
448. rrrr (rrrr)
449. rugen (roar)
450. ruido (noise)
451. saca (takes out)
452. sacuden (shake)
453. salen (come out)
454. salta (jumps)
455. saltan (hop)
456. salud (health)
457. saluda (waves)
458. Sam (Sam)
459. sandías (watermelons)
460. sanos (healthy)
461. sapitos (little frogs)
462. sapo (frog)
463. sapos (frogs)
464. Sara (Sara)
465. se (themselves)
466. secreto (secret)
467. seis (six)
468. selva (jungle)
469. semillas (seeds)
470. señor (man)
471. ser (to be)
472. serán (can be)
473. si (if)
474. siembra (plant)
475. siempre (always)
476. sierra (saw)
477. siete (seven)
478. siguió (continued)
479. sin (without)
480. sintió (felt)
481. Sofía (Sofía)
482. sol (sun)
483. solitos (by themselves)
484. solo (single)
485. sombra (shade)
486. somos (are)
487. son (are)
488. soñaré (will dream)
489. sopla (blows)
490. soy (am)
491. suben (climb)
492. sueño (dream)
493. suficiente (enough)
494. sur (south)
495. sus (his)
496. tablero (control panel)
497. tacos (tacos)
498. tallo (stalk)
499. también (also)
500. tambores (drums)
501. tan (so)
502. tarde (afternoon)
503. tardes (afternoons)
504. Taxco (Taxco)
505. taza (cup)
506. te (you)
507. techo (roof)
508. televisión (television)
509. tenedor (fork)
510. tienda (store)
511. tiene (has)
512. tigre (tiger)
513. tocan (play)
514. todas (all)
515. todavía (yet)
516. toditos (they all)
517. todos (all of them)
518. Tokio (Tokyo)
519. toman (drink)
520. Tomás (Thomas)
521. Toño (Toño)
522. tormenta (storm)
523. tortuga (turtle)
524. trabajar (to work)
525. trabajo (job)
526. traer (to bring)
527. traje (suit)
528. transporte (transportation)
529. trenes (trains)
530. trigo (wheat)
531. triste (sad)
532. trombón (trombone)
533. Trucha (trout)
534. trucos (tricks)
535. tu (your)
536. un (a)
537. una (a)
538. único (only)
539. unos (some)
540. usan (wear)
541. ustedes (you)
542. va (goes)
543. vaca (cow)
544. vacas (cows)
545. vamos (are going)
546. van (are going)
547. varias (several)
548. ven (see)
549. venden (sell)
550. ventana (window)
551. ver (to see)
552. verano (summer)
553. verdad (truth)
554. verde (green)
555. verdes (green)
556. vergüenza (embarassment)
557. viajan (travel)
558. viaje (trip)
559. viajeros (travelers)
560. vida (life)
561. viento (wind)
562. violetas (violets)
563. violín (violin)
564. violines (violins)
565. vitaminas (vitamins)
566. viven (live)
567. Viviana (Viviana)
568. volar (to fly)
569. volvió (returned)
570. voy (am going)
571. voz (voice)
572. vuelan (fly)
573. Wanda (Wanda)
574. Wilma (Wilma)
575. y (and)
576. ya (already)
577. zapatos (shoes)
578. Zoila (Zoila)
579. zoológico (zoo)
580. zorro (fox)